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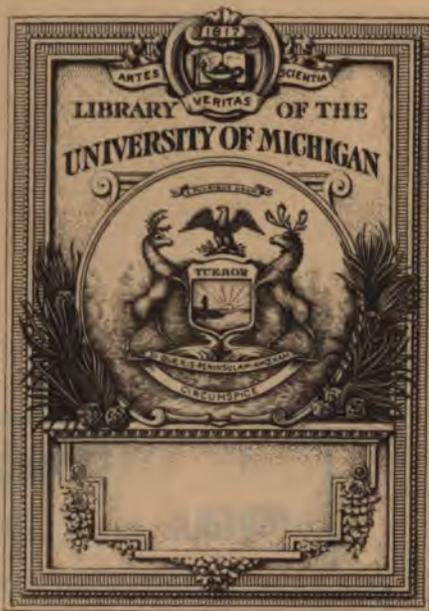
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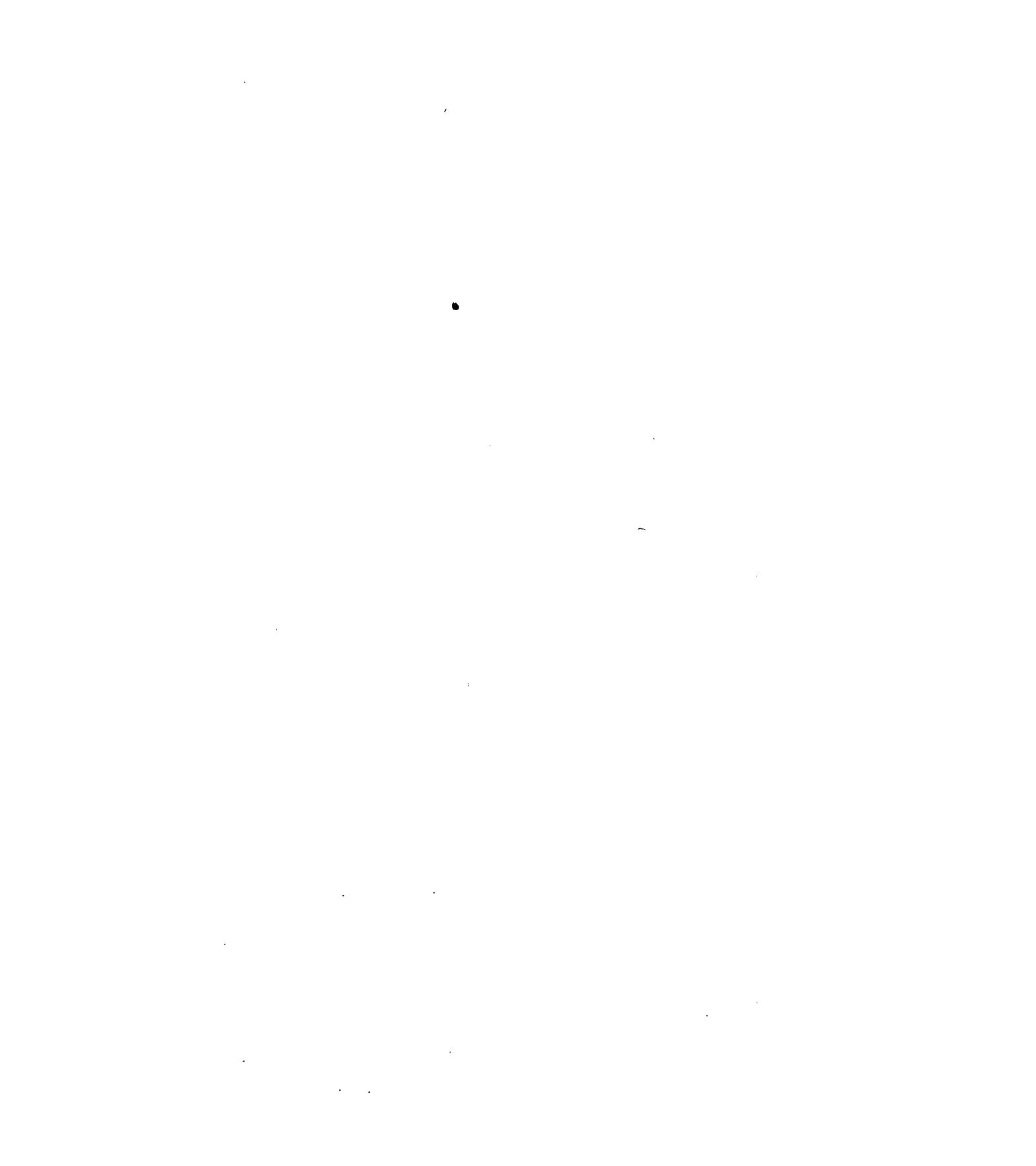
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BIENNIAL REPORT
OF THE
SUPERINTENDENT OF SCHOOLS
OF THE
STATE OF OREGON
—
1895-96.



THE GIFT OF
Mich. Dept. of
Public Instruction







TWELFTH BIENNIAL REPORT
OF THE
SUPERINTENDENT
OF
PUBLIC INSTRUCTION

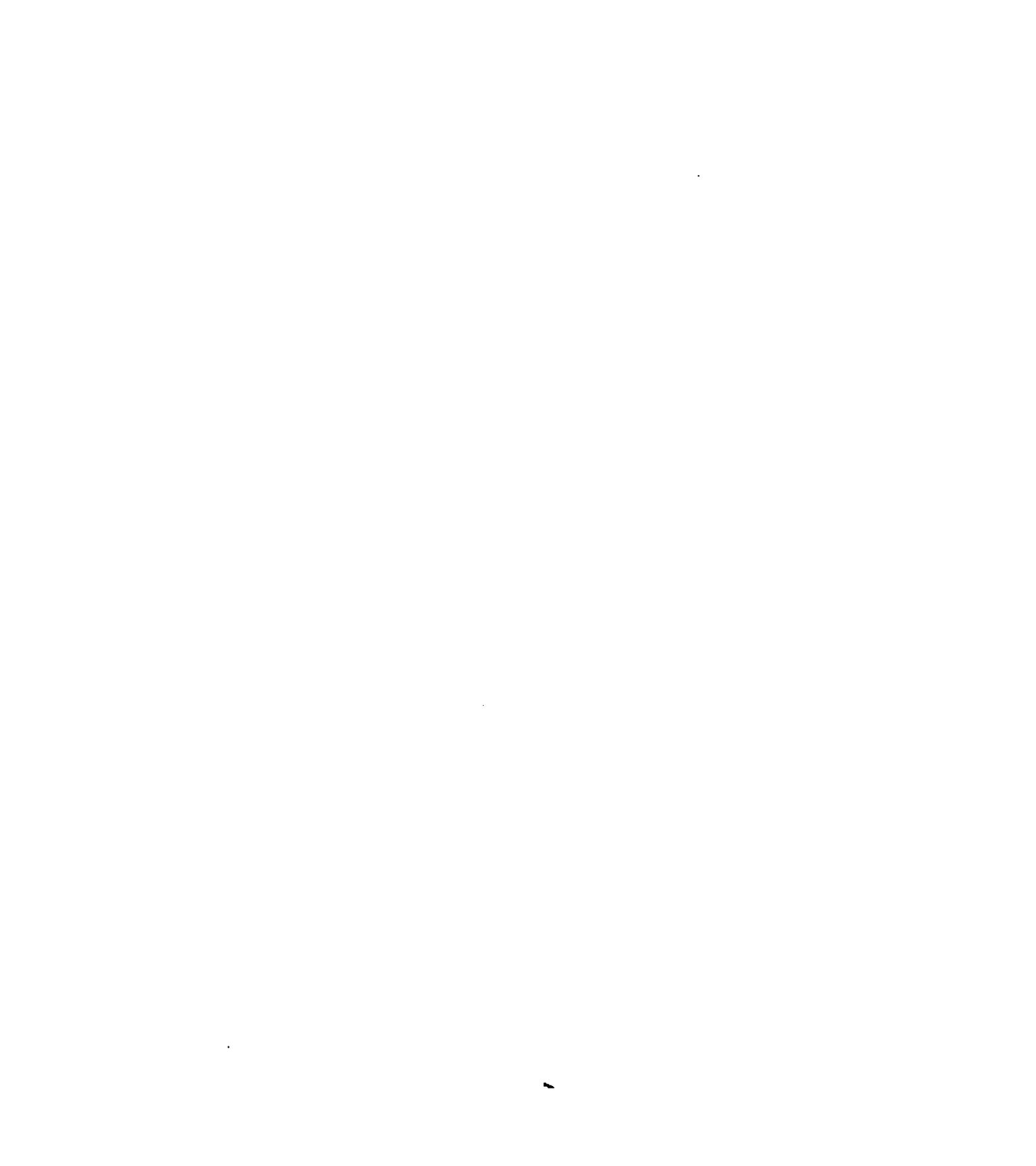
OF THE
STATE OF OREGON. *Dept. of
education*
PRESENTED TO THE
Legislative Assembly, Regular Session.

1897.

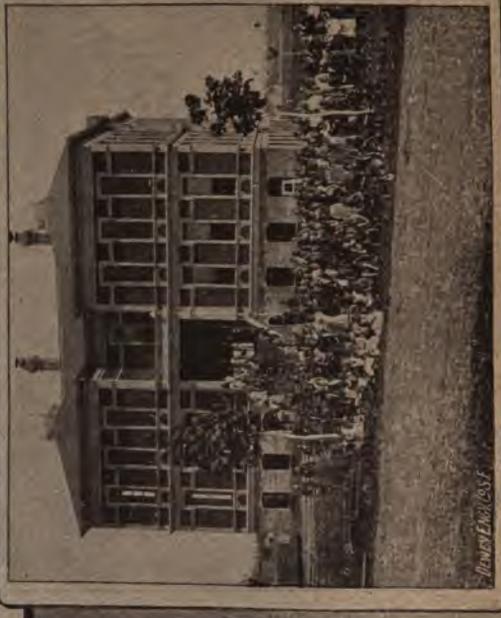
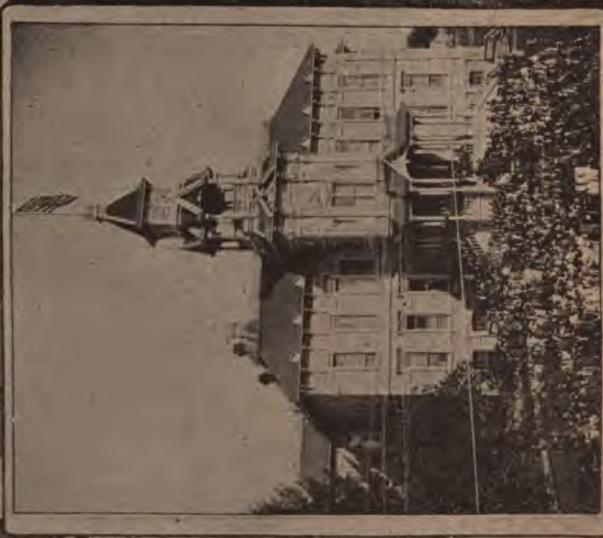
DEPARTMENT OF
PUBLIC INSTRUCTION



SALEM, OREGON:
W. H. LEEDS, STATE PRINTER,
1897.



1911



LINCOLN SCHOOL,
EAST SALEM

PUBLIC SCHOOL BUILDINGS, SALEM.

PARK SCHOOL,
NORTH SCHOOL.

GIFT
MICHIGAN DEPT. OF
PUBLIC INSTRUCTION

JUN 19 '35

REPORT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
SALEM, December 31, 1896. }

To the Honorable the Legislative Assembly of the State of Oregon:

GENTLEMEN: In compliance with the requirements of the school law of Oregon, set forth in section thirteen, I have the honor to transmit herewith the twelfth biennial report of the department of public instruction, embracing statistics and statistical summaries indicating the general condition of the public schools of this state for the term ending March fifth, eighteen hundred and ninety-six. The statistics concerning colleges, universities, normal schools, and other educational institutions close with the term ending July first, eighteen hundred and ninety-six.

Very respectfully,
G. M. IRWIN,
Superintendent of public instruction.

The report is designed to embrace the following outline indicated in section thirteen of the school law:—

1. The general condition of the public schools of the state.
2. Amount of school money apportioned among the several counties, and the sources whence such moneys are raised.
3. Amounts raised by county and district taxes, and the amounts paid for teachers' salaries, buildings, furniture, etc.
4. The series of textbooks authorized by the school law.
5. Rules and regulations prescribed by the state board of education for the government of the public schools.
6. Number and grade of schools in each county.
7. Number of persons between the ages of four and twenty years; number attending public schools; number attending private schools; number not attending any school.
8. Statistics concerning chartered educational institutions, and institutions under the patronage of the state.
9. General educational information.

.....

BIENNIAL REPORT
AND
STATISTICAL TABLES
FOR
1895, 1896.

.....

STATISTICAL SUMMARIES.

For years eighteen hundred and ninety-five and eighteen hundred and ninety-six.

Whole number of organized districts in the state, 1895	1,953
Whole number of organized districts in the state, 1896	1,891
Decrease	62
Number of districts reporting, 1895	1,925
Number of districts reporting, 1896	1,873
Decrease	52
Number of persons over four and under twenty years of age, 1895	126,926
Number of persons over four and under twenty years of age, 1896	129,620
Increase	2,694
Whole number of persons enrolled during the year, 1895	83,895
Whole number of persons enrolled during the year, 1896	87,212
Increase	3,317
Average daily attendance at public schools, 1895	58,747
Average daily attendance at public schools, 1896	51,721
Decrease	7,020
Number of teachers employed in public schools, 1895	3,230
Number of teachers employed in public schools, 1896	3,317
Increase	87
Average number of days taught per district, 1895	184
Average number of days taught per district, 1896	187
Increase	3
Number of schoolhouses, 1895	1,853
Number of schoolhouses, 1896	1,940
Increase	87
Total value of school property, 1895	\$ 2,797,033 70
Total value of school property, 1896	2,988,312 17
Increase	\$ 191,278 47
Average salary paid male teachers, 1895	\$ 46 44
Average salary paid male teachers, 1896	45 16
Decrease	\$ 1 28
Average salary paid female teachers, 1895	\$ 37 88
Average salary paid female teachers, 1896	37 42
Decrease	\$ 0 46
Number of months private school taught, 1895	453
Number of months private school taught, 1896	417
Decrease	42
Number of private schools taught, 1895	189
Number of private schools taught, 1896	125
Decrease	64

8 REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

Value of schoolhouses and school sites, 1895	\$ 2,453,792 87
Value of schoolhouses and school sites, 1896	2,609,046 76
Increase	\$ 155,253 89
Value of school furniture, 1895	\$ 247,638 71
Value of school furniture, 1896	259,536 31
Increase	\$ 11,897 60
Value of school apparatus, 1895	\$ 95,602 12
Value of school apparatus, 1896	119,729 10
Increase	\$ 23,926 98
Number of teachers employed holding first grade certificates, 1895	1,198
Number of teachers employed holding first grade certificates, 1896	1,169
Decrease	29
Number of teachers employed holding second grade certificates, 1895	837
Number of teachers employed holding second grade certificates, 1896	845
Increase	8
Number of teachers employed holding third grade certificates, 1895	665
Number of teachers employed holding third grade certificates, 1896	614
Decrease	51
Number of males enrolled in private schools, 1895	2,175
Number of males enrolled in private schools, 1896	2,458
Increase	283
Number of females enrolled in private schools, 1895	2,395
Number of females enrolled in private schools, 1896	2,841
Increase	446
Number of teachers employed in private schools, 1895	285
Number of teachers employed in private schools, 1896	332
Increase	47
Average salary paid county superintendents, 1895	\$ 620 00
Average salary paid county superintendents, 1896	550 63
Decrease	\$ 69 37

FINANCIAL EXHIBIT.

RECEIPTS.

Amount of funds in hands of district clerks beginning of year, 1895	\$ 40,118 51
Amount of funds in hands of district clerks beginning of year, 1896	39,798 08
Decrease	\$ 320 43
Amount raised by district tax, 1895	\$ 223,985 22
Amount raised by district tax, 1896	282,719 27
Increase	\$ 58,734 05
Amount raised by five-mill county tax, 1895	\$ 697,411 69
Amount raised by five-mill county tax, 1896	714,921 36
Increase	\$ 17,509 67
Amount received from state school fund, 1895	\$ 123,728 33
Amount received from state school fund, 1896	136,457 29
Increase	\$ 12,728 96
Amount raised by rate bills, 1895	\$ 5,479 46
Amount raised by rate bills, 1896	3,973 70
Decrease	\$ 1,505 76

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION. 9

Amount raised from all other sources during year, 1895.....	\$	114,377 37
Amount raised from all other sources during year, 1896.....	\$	106,794 31
Decrease	\$	7,583 01

DISBURSEMENTS.

Amount paid for teachers' salaries, 1895.....	\$	787,176 69
Amount paid for teachers' salaries, 1896.....	\$	784,967 62
Decrease	\$	2,209 07
Amount paid for repairs, 1895.....	\$	23,665 04
Amount paid for repairs, 1896.....	\$	25,871 28
Increase	\$	2,206 24
Amount paid for school furniture, 1895.....	\$	21,794 42
Amount paid for school furniture, 1896.....	\$	27,916 08
Increase	\$	6,121 61
Amount paid for incidentals, 1895.....	\$	44,464 00
Amount paid for incidentals, 1896.....	\$	41,571 45
Decrease	\$	2,892 55
Amount paid for school apparatus, 1895.....	\$	11,158 77
Amount paid for school apparatus, 1896.....	\$	17,058 36
Increase	\$	5,899 59
Amount paid for schoolhouse sites, 1895.....	\$	24,324 72
Amount paid for schoolhouse sites, 1896.....	\$	5,441 98
Decrease	\$	18,982 74
Amount paid for schoolhouses, 1895.....	\$	77,740 22
Amount paid for schoolhouses, 1896.....	\$	123,428 99
Increase	\$	45,688 77

TABLE A.

Comparative statistics showing the educational progress of the state from eighteen hundred and seventy-three to eighteen hundred and ninety-six, since the organization of the department.

	1873.	1874.	1875.	1876.	1877.	1878.
Number of districts.....	642	680	755	785	750	904
Average number of days of school per year.....	90	90	82	96	96	93
Average salary of male teachers per month.....	\$ 47 54	\$ 45 92	\$ 45 68	\$ 49 20	\$ 47 24	\$ 45 25
Average salary of female teachers per month.....	33 70	34 46	33 64	34 73	34 87	34 30
Whole amount paid teachers per annum.....	154,944 00	157,103 00	118,962 00	181,902 00	182,714 00	194,571 00
Amount received from district tax.....	71,132 00	47,243 00	92,035 00	57,852 00	51,609 00	73,456 00
Amount received from county tax.....	80,437 00	87,573 00	117,182 00	122,189 00	118,053 00	125,704 00
Amount received from state funds.....	32,426 00	31,289 00	33,367 00	31,226 00	38,551 00	38,237 00
Total amount of school funds.....	184,010 00	204,700 00	238,571 00	269,222 00	235,337 00	258,785 00
Total value of school property.....	322,440 00	352,764 00	304,757 00	442,540 00	395,963 00	468,058 00

TABLE A.—CONTINUED.

Comparative statistics showing the educational progress of the state from eighteen hundred and seventy-three to eighteen hundred and ninety-six, since the organization of the department.

	1879.	1880.	1881.	1882.	1883.	1884.
Number of districts.....	978	1,007	1,037	1,063	1,131	1,206
Average number of days of school per year.....	48	44 19	49 86	43 80	45 15	46 70
Average salary of male teachers per month.....	\$ 31 80	\$ 33 38	\$ 31 72	\$ 31 63	\$ 35 47	\$ 34 45
Average salary of female teachers per month.....	205,522 00	210,426 00	234,518 00	249,378 00	259,276 82	284,959 55
Whole amount paid teachers per annum.....	84,198 00	79,562 00	141,608 00	142,810 00	144,346 20	151,867 16
Amount received from district tax.....	119,798 00	134,577 00	146,808 00	141,660 00	177,181 27	185,370 00
Amount received from county tax.....	48,137 00	38,910 00	48,348 00	59,652 00	54,484 71	53,370 00
Amount received from state fund.....	351,673 00	330,080 00	358,713 00	387,315 00	538,706 51	519,509 85
Total amount of school funds.....	520,963 00	567,863 00	657,468 00	684,257 00	823,409 82	1,454,506 49
Total value of school property.....						

TABLE A.—CONTINUED.

Comparative statistics showing the educational progress of the state from eighteen hundred and seventy-three to eighteen hundred and ninety six, since the organization of the department.

	1895.	1896.	1897.	1898.	1899.	1900.
Number of districts.....	1,336	1,371	1,491	1,518	1,600	1,698
Average number of days of school per year.....	95	101.5	99.2	101.8	106.88	118.20
Average salary of male teachers per month.....	\$ 48 22	\$ 46 20	\$ 45 78	\$ 46 20	\$ 46 31	\$ 46 43
Average salary of female teachers per month.....	36 96	34 65	34 70	36 97	36 75	38 46
Whole amount paid teachers per annum.....	342,186 37	375,158 49	413,515 36	424,938 50	506,594 90	563,593 54
Amount received from district tax.....	141,124 38	131,580 08	165,446 65	179,785 22	172,639 98	229,471 71
Amount received from county tax.....	260,141 81	260,261 54	296,377 33	322,243 52	416,911 50	411,765 03
Amount received from state fund.....	77,938 46	75,565 11	85,625 20	93,448 86	115,364 48	151,187 52
Total amount of school funds.....	578,340 96	901,272 25	669,935 54	801,688 95	916,407 39	1,062,890 13
Total value of school property.....	1,160,433 14	1,239,998 00	1,271,818 06	1,295,217 55	1,533,103 73	1,769,150 41

TABLE A.—CONCLUDED.

Comparative statistics showing the educational progress of the state from eighteen hundred and seventy-three to eighteen hundred and ninety six, since the organization of the department.

	1891.	1892.	1893.	1894.	1895.	1896.
Number of districts.....	1,747	1,826	1,915	1,890	1,953	1,891
Average number of days of school per year.....	110.20	112.80	107	109	184	187
Average salary of male teachers per month.....	\$ 50 08	\$ 50 04	\$ 51 11	\$ 50 00	\$ 46 44	\$ 45 16
Average salary of female teachers per month.....	42 43	41 91	41 74	39 56	37 88	37 42
Whole amount paid teachers per annum.....	641,612 77	676,973 93	731,869 48	825,042 96	787,176 69	784,967 62
Amount received from district tax.....	278,142 81	314,317 89	429,664 21	63,006 24	223,985 22	262,719 27
Amount received from county tax.....	479,216 77	528,230 55	576,147 58	622,568 67	697,411 69	714,921 86
Amount received from state fund.....	164,965 13	151,861 54	175,504 68	162,947 65	123,728 33	136,457 29
Total amount of school funds.....	1,231,196 18	1,324,797 70	1,449,614 86	1,822,910 41	1,205,100 64	1,284,664 06
Total value of school property.....	2,124,801 95	2,494,233 89	2,649,081 85	2,707,182 04	2,797,098 70	2,988,312 17

TABLE B.

Comparative statistics showing the whole number of persons over four and under twenty years of age from eighteen hundred and seventy-three to eighteen hundred and ninety-six.

Counties.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1883.	1884.
Baker	584	539	720	759	891	985	1,091	1,128	1,326	1,454	1,561	1,597
Benton	2,044	1,862	1,174	2,220	2,365	2,328	2,359	2,367	2,389	2,837	2,910	2,995
Clatsop	2,369	2,730	2,174	3,007	3,226	3,346	3,532	3,670	3,867	3,940	4,095	4,626
Clellan	395	405	436	668	709	844	857	870	905	961	1,155	1,412
Columbia	312	342	405	565	502	626	734	733	742	827	926	940
Coos	786	1,324	941	1,619	1,332	1,789	1,630	1,824	1,832	1,910	2,019	2,219
Crook												
Curry	160	191	202	358	358	426	461	452	437	460	502	538
Douglas	2,634	2,877	2,952	3,205	3,384	3,539	3,720	3,782	3,869	3,907	4,199	4,115
Gilliam												
Grant	401	519	518	616	678	863	901	1,090	1,002	1,077	1,076	1,260
Harney												
Jackson	2,372	2,600	2,405	2,691	2,738	2,985	2,922	3,139	3,130	3,219	3,396	3,788
Josephine	393	419	519	587	639	708	745	763	874	716	874	773
Klamath												
Lake	3,133	3,370	3,377	3,784	412	507	601	863	738	845	400	417
Lane	4,376	4,368	4,910	5,289	3,782	3,837	3,827	3,832	3,713	3,745	3,800	3,891
Linn												
Lincoln												
Malheur												
Marion	4,467	4,550	4,865	5,370	5,511	5,567	5,500	5,494	5,474	5,718	5,963	5,188
Morrow												
Multnomah	3,768	3,777	4,731	4,798	4,998	5,585	6,663	6,969	7,422	8,424	9,430	10,641
Polk	2,200	2,189	2,183	2,436	2,567	2,360	2,509	2,540	6,627	2,628	2,715	2,678
Sherman												
Tillamook	258	264	222	276	236	309	322	352	342	424	453	534
Umatilla	1,492	1,734	1,702	1,747	2,010	2,457	2,529	3,735	3,775	4,268	4,536	4,945
Union	1,231	1,283	1,894	1,302	1,779	1,292	1,175	2,610	2,671	3,072	3,311	3,465
Wallowa												
Wasco	1,101	1,303	1,307	1,417	1,615	1,915	2,384	2,234	3,169	3,392	2,993	3,416
Washington	1,942	2,069	2,270	2,435	2,512	2,670	2,688	2,764	2,876	2,962	3,011	2,363
Yamhill	2,180	2,276	2,403	2,641	2,702	2,847	2,857	2,943	2,894	2,930	3,075	3,216
Totals	38,670	40,806	44,587	48,473	50,379	53,462	55,464	59,615	61,641	65,216	69,076	73,867

NOTE.—Lake county was organized in eighteen hundred and seventy-four, Crook and Klamath in eighteen hundred and eighty-two, Gilliam and Morrow in eighteen hundred and eighty-five, Malheur and Wallowa in eighteen hundred and eighty-seven, Harney and Sherman in eighteen hundred and eighty-nine, and Lincoln in eighteen hundred and ninety-three.

TABLE B.—CONCLUDED.

Comparative statistics showing the whole number of persons over four and under twenty years of age from eighteen hundred and seventy-three to eighteen hundred and ninety-six.

County.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.
Baker	1,822	2,146	2,189	1,765	1,944	1,995	2,217	2,229	2,309	2,475	2,575	2,766
Benton	3,278	3,193	3,397	3,184	3,251	3,417	3,626	3,697	3,783	2,640	2,617	2,666
Clackamas	4,705	4,860	4,966	4,926	5,298	5,888	6,414	6,847	7,240	7,714	7,998	7,603
Clatsop	1,702	1,866	1,866	1,942	2,023	2,068	2,512	2,603	2,586	2,765	2,942	3,326
Columbia	1,083	1,112	1,178	1,168	1,375	1,508	1,770	1,885	1,955	2,030	2,090	2,095
Coos	2,370	2,476	2,410	2,602	2,904	3,223	3,419	3,587	3,420	3,450	3,605	3,800
Crook	1,649	1,150	1,454	1,304	1,242	1,169	1,138	1,055	1,063	1,176	1,066	1,280
Curry	467	540	682	619	686	647	645	665	668	696	718	743
Douglas	4,098	4,294	4,179	4,060	4,134	4,415	4,493	4,758	5,027	5,272	5,486	5,615
Gilliam	1,875	1,176	1,921	1,460	2,420	1,731	1,773	1,754	1,727	1,800	1,867	1,400
Grant	1,558	1,774	1,402	2,250	1,426	1,368	1,270	1,282	1,257	1,194	1,818	1,784
Harney												
Jackson	3,823	3,803	3,743	3,717	4,174	4,845	4,155	4,330	4,582	4,830	4,968	5,201
Josephine	794	1,084	1,278	1,247	1,473	1,711	1,789	1,825	1,941	2,047	2,260	2,411
Klamath	474	582	680	792	911	876	907	927	944	988	1,028	1,052
Lake	525	576	787	709	788	818	785	801	688	821	824	860
Lane	4,103	4,273	4,249	4,949	4,836	5,545	5,842	6,268	6,610	6,949	7,028	7,305
Lincoln												
Linn	5,314	5,684	5,706	5,613	5,694	6,122	6,600	7,196	7,792	7,225	7,270	7,464
Malheur												
Marion	6,299	6,474	6,763	6,755	7,362	7,948	8,341	8,792	9,181	9,643	10,142	10,440
Morrow	1,318	1,576	1,697	1,760	1,517	1,512	1,527	1,486	1,521	1,419	1,529	1,480
Multnomah	11,419	12,064	11,786	12,975	14,031	15,464	17,620	18,361	22,747	23,542	23,920	23,567
Polk	2,663	2,825	2,838	2,350	2,817	2,905	3,256	3,436	3,577	3,774	3,803	3,862
Sherman												
Tillamook	633	717	761	743	886	597	652	803	840	843	919	979
Umatilla	5,207	4,054	4,278	4,465	4,786	4,809	4,797	4,976	5,103	5,456	5,483	5,526
Union	3,997	4,182	4,740	3,333	3,403	3,857	4,142	4,399	4,512	4,386	4,457	4,600
Wallowa												
Wasco	3,633	3,290	3,418	3,407	3,717	2,298	2,906	2,876	3,086	3,411	3,767	3,948
Washington	3,499	3,674	3,774	3,828	4,211	4,543	4,964	5,603	5,846	6,175	6,094	6,090
Yamhill	3,360	3,287	3,502	3,473	3,667	3,963	4,300	4,646	4,800	5,031	5,090	5,143
Totals	80,018	82,860	87,217	86,574	93,098	99,548	106,172	111,770	120,645	123,786	126,926	129,620

NOTE.—Lake county was organized in eighteen hundred and seventy-four, Crook and Klamath in eighteen hundred and eighty-two, Gilliam and Morrow in eighteen hundred and eighty-five, Malheur and Wallowa in eighteen hundred and eighty-seven, Harney and Sherman in eighteen hundred and eighty-nine, and Lincoln in eighteen hundred and ninety-three.

TABLE C.
Comparative statistics showing the number of pupils enrolled from eighteen hundred and seventy-four to eighteen hundred and ninety-six.

County	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	
Baker	376	432	353	407	639	448	491	574	800	705	661
Benton	1,187	1,200	1,364	1,478	1,362	1,410	1,520	1,710	2,100	1,995	1,154
Clackamas	1,383	1,224	1,840	1,855	1,986	2,938	2,752	2,488	2,404	2,477	2,909
Clatsop	208	290	310	393	508	531	327	386	328	474	738
Columbia	94	214	209	125	267	397	350	389	328	442	510
Coos	344	485	673	728	850	850	2,100	1,085	972	1,054	1,247
Crook	94	188	176	127	175	175	210	187	188	263	203
Douglas	1,611	1,318	1,989	2,266	1,305	1,940	3,025	1,785	2,189	2,362	2,337
Gilliam	223	292	325	379	492	438	468	503	520	552	612
Harney	1,294	1,543	1,638	1,638	1,700	1,803	1,785	2,480	1,921	1,995	1,975
Jackson	242	184	270	440	440	324	441	280	476	345	345
Jessamine	100	248	115	171	190	271	265	348	438	164	190
Klamath	1,074	2,047	2,047	3,247	2,594	2,391	2,495	2,093	2,375	2,758	2,601
Lake	3,383	2,946	3,384	3,473	3,714	3,423	3,132	3,543	3,332	3,491	3,507
Lane											
Linn											
Lincoln											
Malheur	1,346	2,019	2,360			3,138	3,700	2,992	3,393	3,546	4,645
Marion											
Morrow	2,120	2,342	2,555	3,386	3,863	3,978	3,842	3,669	4,742	5,251	6,040
Multnomah	947	1,507	872	1,039	971	1,368	1,504	1,658	1,674	1,578	1,699
Polk											
Sherman	96	112	96	99	136	119	164	120	231	238	238
Tillamook	786	992	1,088	749	642	1,171	2,816	1,709	2,954	2,174	2,738
Umatilla	860	855	749	1,200	619	897	912	1,392	1,221	1,365	2,013
Wagon											
Wallowa	594	648	836	967	1,117	1,093	1,407	1,449	1,459	1,510	1,673
Wasco	806	1,350	1,072	1,528	2,075	1,692	1,670	1,734	1,644	1,711	1,904
Washington	1,459	1,156	1,656	1,702	1,755	2,323	1,877	1,782	1,890	1,800	2,342
Yamhill											
Totals	20,680	24,854	27,426	26,091	26,992	32,718	37,533	34,498	37,743	32,184	43,157

NOTE.—Lake county was organized in eighteen hundred and seventy-four, Crook and Klamath in eighteen hundred and eighty-two, Gilliam and Morrow in eighteen hundred and eighty-five, Malheur and Wallowa in eighteen hundred and eighty-seven, Harney and Sherman in eighteen hundred and eighty-nine, and Lincoln in eighteen hundred and ninety-three.

TABLE C.—CONCLUDED.

Comparative statistics showing the number of pupils enrolled from eighteen hundred and seventy-four to eighteen hundred and ninety-six.

Counties.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.
Baker	920	1,131	1,362	1,100	1,350	1,431	1,619	1,556	1,521	1,608	1,801	1,994
Benton	1,023	1,490	1,886	2,244	2,610	2,610	2,107	2,214	2,715	2,150	1,698	1,781
Clackamas	4,040	3,402	3,183	3,796	4,049	4,049	4,337	4,537	4,687	3,915	5,017	5,158
Clatsop	944	971	904	1,068	1,181	1,181	1,253	1,490	1,497	1,643	1,428	1,788
Columbia	541	661	659	729	910	910	969	1,089	1,201	1,337	1,408	1,869
Coos	1,363	1,377	1,685	1,657	1,926	1,926	2,124	2,246	2,390	2,390	2,362	2,448
Crook	373	454	465	646	641	641	1,045	875	749	693	860	1,163
Curry	221	273	256	244	300	300	331	384	372	370	341	341
Douglas	2,301	2,806	2,823	2,886	3,170	3,170	3,212	3,405	3,638	3,559	4,154	4,016
Gilliam	413	511	921	838	1,104	1,104	1,108	1,185	1,038	1,074	1,033	983
Grant	1,078	1,200	722	1,097	908	908	889	831	868	804	1,120	1,181
Harney					412	412	575	585	561	543	521	772
Jackson	2,291	2,303	2,465	2,571	2,740	2,740	2,851	2,838	2,708	3,463	3,460	3,629
Josephine	391	727	864	1,003	1,160	1,160	1,416	1,435	1,308	1,440	1,682	1,766
Klamath	236	249	318	384	551	551	609	625	573	624	614	701
Lake	249	274	367	441	590	590	582	512	603	518	614	576
Lane	2,698	2,783	2,922	3,147	3,741	3,741	7,683	4,482	4,807	5,052	5,191	5,883
Lincoln	3,722	3,680	3,849	3,740	4,098	4,098	4,287	5,387	4,742	5,214	4,961	5,853
Linn			3,278	3,890	529	249	431	377	383	511	644	5,084
Malheur			4,040	3,637	3,994	4,638	5,192	5,374	5,760	5,800	7,276	689
Marion	3,722	3,781	4,040	3,637	3,994	4,638	5,192	5,374	5,760	5,800	7,276	7,118
Morrow		906	916	1,008	903	903	1,198	1,026	1,141	1,043	1,090	988
Multnomah	6,520	6,773	6,681	6,954	7,654	9,153	9,988	12,449	12,838	12,337	12,939	12,984
Polk	1,315	1,082	1,886	1,781	1,960	1,960	2,125	2,395	2,407	2,638	2,767	2,839
Sherman					445	445	439	564	590	470	635	656
Tillamook	272	430	359	413	588	588	693	897	900	900	1,003	1,904
Umatilla	2,923	2,481	2,666	3,151	3,261	3,261	3,117	3,298	3,538	3,370	3,970	4,046
Union	2,179	2,524	2,790	2,188	2,566	2,566	2,914	3,154	3,167	3,281	3,320	3,185
Wallowa			748	947	1,093	1,093	1,091	1,154	1,152	1,069	1,129	1,136
Wasco	1,874	1,633	2,026	2,006	1,831	1,329	1,742	1,347	1,876	1,951	2,247	2,523
Washington	1,909	2,355	2,275	2,499	2,499	2,499	3,065	3,065	4,069	3,988	4,113	4,231
Yamhill	2,188	2,289	2,334	2,439	2,693	2,693	3,007	2,801	3,524	3,454	3,680	3,666
Totals	46,107	49,176	53,025	52,638	63,254	63,254	72,322	75,526	76,258	77,941	83,895	87,212

NOTE.—Lake county was organized in eighteen hundred and seventy-four, Crook and Klamath in eighteen hundred and eighty-two, Gilliam and Morrow in eighteen hundred and eighty-five, Malheur and Wallowa in eighteen hundred and eighty-seven, Harney and Sherman in eighteen hundred and eighty-nine, and Lincoln in eighteen hundred and ninety-three.

TABLE D.
Comparative statistics showing the daily average attendance from eighteen hundred and seventy-seven to eighteen hundred and ninety-six.

County.	1877.	1878.	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.
Baker	283	378	315	366	414	660	690	866	573	785
Benton	1,000	960	1,086	1,140	1,240	1,480	1,480	1,540	2,080	2,320
Clackamas	875	1,239	2,214	388	371	457	1,407	1,965	2,080	2,369
Clastop	277	442	382	388	371	457	482	665	620	794
Columbia	540	177	288	241	256	286	414	1,286	389	472
Coos	540	370	644	1,485	710	776	708	777	1,088	1,062
Crook	172	182	140	180	145	185	230	230	442	176
Curry	906	1,680	1,429	2,286	1,020	1,856	1,951	1,602	1,742	2,220
Gilliam	200	410	461	344	356	367	388	474	903	851
Grant	1,056	1,200	1,117	1,172	1,320	1,247	1,851	1,851	1,516	1,622
Harney	316	286	270	286	270	363	860	289	478	478
Jackson	231	170	175	175	270	248	191	270	385	162
Josephine	156	110	170	175	270	248	191	270	385	162
Klamath	1,850	2,165	2,017	2,122	2,123	2,246	2,328	2,514	1,164	1,696
Lake	2,018	2,488	2,586	2,870	3,111	3,307	3,833	3,997	5,274	5,394
Lane	932	999	934	1,048	1,040	1,214	1,067	1,049	997	1,242
Linn	71	126	163	123	175	185	185	169	186	201
Lincoln	900	838	963	2,115	1,543	2,346	1,372	1,696	1,968	1,822
Malheur	900	900	633	899	1,188	757	1,323	1,892	1,198	1,841
Morrow	712	677	940	1,040	912	994	972	1,120	1,650	1,221
Multnomah	1,247	1,415	1,160	1,228	1,213	1,248	1,141	1,278	1,351	1,607
Polk	1,103	1,186	1,213	1,254	1,320	1,432	1,510	1,506	1,428	1,640
Sherman	14,389	22,434	20,940	27,435	25,196	27,347	26,597	29,512	31,005	35,245
Tillamook	14,389	22,434	20,940	27,435	25,196	27,347	26,597	29,512	31,005	35,245
Tillamook	14,389	22,434	20,940	27,435	25,196	27,347	26,597	29,512	31,005	35,245
Umatilla	14,389	22,434	20,940	27,435	25,196	27,347	26,597	29,512	31,005	35,245
Wallowa	14,389	22,434	20,940	27,435	25,196	27,347	26,597	29,512	31,005	35,245
Wasco	14,389	22,434	20,940	27,435	25,196	27,347	26,597	29,512	31,005	35,245
Washington	14,389	22,434	20,940	27,435	25,196	27,347	26,597	29,512	31,005	35,245
Yamhill	14,389	22,434	20,940	27,435	25,196	27,347	26,597	29,512	31,005	35,245
Totals	14,389	22,434	20,940	27,435	25,196	27,347	26,597	29,512	31,005	35,245

NOTE.—Lake county was organized in eighteen hundred and seventy-four. Crook and Klamath in eighteen hundred and eighty-two. Gilliam and Morrow in eighteen hundred and eighty-five. Malheur and Wallowa in eighteen hundred and eighty-seven. Harney and Sherman in eighteen hundred and eighty-nine, and Lincoln in eighteen hundred and ninety-three.

TABLE D.—CONCLUDED.
Comparative statistics showing the daily average attendance from eighteen hundred and seventy-seven to eighteen hundred and ninety-six.

Counties.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.
Baker	752	594	965	1,131	1,223	1,178	1,329	1,126	1,298	1,424
Benton	1,097	1,350	1,480	1,584	1,476	1,598	1,728	1,017	1,241	1,082
Clackamas	2,080	2,078	2,518	2,707	2,902	3,118	3,173	3,728	2,739	3,530
Clatsop	747	721	780	909	974	1,215	1,348	1,142	1,345	1,515
Columbia	518	560	505	682	701	885	1,042	1,829	1,948	1,004
Coos	1,193	1,278	1,310	1,408	1,626	1,616	1,623	1,649	1,697	1,789
Crater	1,376	1,499	1,405	1,405	1,613	1,713	1,681	1,835	1,450	1,984
Crook	295	240	215	206	295	281	296	213	291	374
Curry	1,951	2,100	1,878	1,938	2,229	2,229	2,574	2,516	2,646	2,686
Douglas	1,625	1,507	1,705	1,705	1,865	1,865	2,737	2,799	2,825	3,116
Gilliam	503	724	874	596	594	646	575	613	540	478
Grant	1,553	1,507	1,685	1,824	1,865	1,905	2,275	2,300	2,301	2,510
Harcney	1,649	1,675	1,725	1,725	1,865	1,865	2,011	2,011	1,442	1,511
Jackson	194	245	277	330	360	380	409	388	357	398
Josephine	247	345	330	322	393	374	333	374	357	398
Klamath	2,160	1,629	2,188	2,437	2,883	3,706	3,240	3,120	3,527	3,682
Lake	2,586	2,385	2,575	2,431	3,745	3,706	413	5,447	5,545	6,327
Lincoln	2,956	2,575	3,315	2,431	3,745	3,093	3,339	2,945	2,940	3,478
Linn	3,375	2,693	3,024	3,447	3,623	3,887	4,120	4,500	4,943	5,063
Malheur	5,316	5,232	5,925	6,450	7,568	8,743	9,376	10,700	10,435	10,763
Marion	1,320	1,212	1,173	1,353	1,580	1,613	1,460	1,808	1,956	2,035
Morrow	318	291	244	327	448	428	420	370	445	506
Multnomah	1,673	1,702	1,964	2,010	2,078	2,155	2,303	2,976	2,637	2,732
Polk	1,887	1,330	1,575	1,572	1,784	2,117	1,829	2,190	2,894	2,734
Sherman	502	300	613	693	773	793	1,720	779	894	962
Tillamook	1,514	1,324	1,735	1,222	1,232	1,214	1,240	1,337	1,419	1,675
Umatilla	1,562	1,587	1,740	2,006	2,232	3,906	3,591	5,274	3,150	2,911
Wallowa	1,725	1,701	1,710	1,837	2,139	2,153	2,424	2,470	2,541	2,671
Washington	37,406	35,473	40,012	43,018	45,401	52,724	55,848	58,984	58,747	51,721
Yamhill										
Totals										

NOTE.—Lake county was organized in eighteen hundred and seventy-four. Crook and Klamath in eighteen hundred and eighty-two. Gilliam and Morrow in eighteen hundred and eighty-five. Malheur and Wallowa in eighteen hundred and eighty-seven. Harney and Sherman in eighteen hundred and eighty-nine, and Lincoln in eighteen hundred and ninety-three.

TABLE I.
School census, eighteen hundred and ninety-five.

Counties.	1. Number of persons between four and twenty years of age residing in the county.			2. Number of resident pupils enrolled in public schools during the year between four and twenty years of age.			3. Number of resident pupils enrolled in public schools during the year under six years of age.			4. Number of resident pupils attending school outside of their districts during the year.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Baker	1,249	1,326	2,575	902	899	1,801	27	31	58	84	85	169
Benton	1,317	1,300	2,617	862	836	1,698	29	36	65	55	22	77
Clackamas	4,060	3,828	7,888	2,682	2,885	5,567	67	76	143	58	58	116
Clatsop	1,505	1,437	2,942	699	729	1,428	21	20	41	35	37	72
Columbia	1,061	969	2,030	672	736	1,408	52	54	106	21	24	45
Coos	1,844	1,761	3,605	1,180	1,172	2,352	51	52	103	66	45	111
Crook	516	560	1,076	400	460	860	60	40	100	26	50	76
Curry	381	352	733	205	136	341	3	3	6	17	23	40
Douglas	2,727	5,486	8,213	2,073	2,081	4,154	112	130	242	77	73	150
Grant	913	900	1,813	555	565	1,120	50	44	94	23	31	54
Gilliam	699	1,367	2,066	510	523	1,033	6	11	17	61	63	124
Harney	416	384	800	245	276	521	27	29	56	31	38	69
Jackson	2,439	2,554	4,993	1,650	1,510	3,160	151	152	303	94	40	134
Josephine	1,209	1,071	2,280	980	732	1,712	28	22	50	65	15	80
Klamath	1,540	488	2,028	330	320	650	20	22	42	22	27	49
Lake	461	363	824	321	293	614	16	14	30	24	12	36
Lane	3,547	3,451	7,028	2,596	2,595	5,191	141	156	297	52	87	139
Linn	3,592	3,662	7,254	2,386	2,437	4,823	24	25	49	14	26	40
Linn	3,650	3,662	7,312	2,524	2,437	4,961	96	92	188	87	98	185
Malheur	504	520	1,024	320	354	674	13	19	32	9	13	22
Marion	5,124	5,018	10,142	3,548	3,528	7,076	37	33	70	48	29	77
Morrow	764	765	1,529	538	552	1,090	48	30	78	52	67	119
Multnomah	12,374	11,546	23,920	6,317	6,022	12,339	45	36	81	50	64	104
Polk	1,904	1,899	3,803	1,410	1,357	2,767	45	22	67	38	25	63
Sherman	474	445	919	381	394	775	11	11	22	11	17	28
Tillamook	736	782	1,518	497	506	1,003	32	46	78	11	17	28
Umatilla	2,767	2,716	5,483	2,032	1,638	3,670	55	57	112	69	72	141
Union	2,270	2,187	4,457	1,693	1,627	3,320	86	82	168	68	68	136
Wallowa	817	852	1,669	547	582	1,129	20	36	56	19	20	39
Wasco	1,946	1,821	3,767	1,120	1,127	2,247	40	38	78	49	44	93
Washington	3,148	2,946	6,094	2,067	2,046	4,113	76	108	184	78	74	152
Yamhill	2,581	2,569	5,150	1,877	1,865	3,742	71	62	133	63	65	128
Totals	64,567	62,359	126,926	42,269	41,626	83,895	1,515	1,502	3,017	1,346	1,397	2,743

TABLE II.
School census, eighteen hundred and ninety-five.

Counties.	6. Average daily attendance.			6. Number of teachers employed in public schools during the year ending first Monday in March, 1895.			7. Number of applicants examined for teachers' certificates during the year.			8. Number of applicants examined, failing to obtain certificates during the year.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Baker	694	604	1,298	17	51	68	11	43	54	1	11	12
Benton	624	617	1,241	21	62	83	49	15	64	17	7	24
Blackamas	1,529	1,210	2,739	90	110	200	58	82	140	18	48	61
Clatsop	730	615	1,345	19	45	64	11	32	43	3	12	15
Columbia	480	463	943	21	50	71	18	18	25	2	4	6
Coos	882	865	1,747	36	37	73	30	38	68	1	14	15
Crook	200	250	450	12	28	40	4	12	16	1	1	1
Curry	175	116	291	9	8	17	6	3	9	1	1	1
Douglas	1,320	1,328	2,648	68	112	180	38	74	112	18	28	46
Grant	495	380	875	15	19	34	8	22	30	8	8	8
Gilliam	263	277	540	5	28	33	3	13	16	1	1	2
Harney	157	180	337	12	16	28	5	11	16	5	5	5
Jackson	1,086	1,205	2,291	80	120	200	27	93	120	26	14	40
Josephine	548	560	1,108	15	35	50	10	10	20	4	4	15
Klamath	211	231	442	11	25	36	7	6	13	3	3	3
Lake	197	170	367	16	18	34	16	24	40	4	4	16
Lane	1,613	1,914	3,527	81	184	265	50	158	208	17	11	28
Lincoln	252	293	545	16	33	49	7	25	32	4	4	8
Linn	1,469	1,471	2,940	105	132	237	65	81	146	28	48	76
Malheur	210	214	424	13	12	25	6	10	16	1	3	4
Marion	2,618	2,325	4,943	89	103	192	71	105	176	21	30	51
Morrow	320	342	662	23	43	66	8	12	20	2	2	5
Multnomah	5,010	5,425	10,435	67	267	334	20	128	148	4	4	8
Polk	950	1,006	1,956	44	75	119	17	46	63	2	15	17
Sherman	284	211	495	9	17	26	3	23	26	4	4	4
Tillamook	392	373	765	26	28	54	3	53	79	12	25	37
Umatilla	1,512	1,125	2,637	74	68	142	26	28	54	5	8	12
Union	1,341	1,553	2,894	48	69	117	63	28	91	12	18	30
Wallowa	1,428	1,466	2,894	11	24	35	8	24	32	7	7	12
Wasco	707	712	1,419	20	58	78	14	40	54	3	3	6
Washington	1,498	1,652	3,150	58	107	165	14	57	71	7	7	16
Yamhill	1,211	1,330	2,541	66	99	165	30	72	102	5	11	16
Totals	29,316	29,431	58,747	1,147	2,083	3,230	743	1,399	2,142	228	471	699

TABLE III.
School census, eighteen hundred and ninety-five.

Counties.	9. Number of teachers employed holding first grade county certificates.		10. Number of teachers employed holding second grade county certificates.		11. Number of teachers employed holding third grade county certificates.		12. Number of permits granted during the year.			
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	
Baker	6	5	11	8	25	13	14	4	8	12
Benton	7	22	29	17	17	13	15	11	1	1
Clackamas	41	39	80	28	25	26	47	11	13	24
Clatsop	2	9	11	1	7	5	7	2	1	3
Columbia	10	18	28	7	18	13	14	2	14	16
Coos	25	23	48	4	25	4	11	2	8	12
Cook	3	3	6	2	10	3	7	4	4	4
Curry	6	4	10	3	2	2	2	2	2	4
Douglas	39	43	82	10	38	26	41	8	11	19
Grant	1	7	8	6	13	5	6	3	6	9
Gilliam	6	5	11	1	7	6	6	4	3	7
Harney	6	6	12	1	6	9	9	2	4	6
Jackson	12	6	18	15	12	7	20	8	3	8
Josephine	8	18	26	5	11	4	14	2	2	4
Klamath	3	6	9	2	6	1	5	1	5	6
Lake	3	6	9	4	7	3	4	2	2	4
Lane	19	27	46	39	37	29	56	2	9	17
Linn	4	6	10	3	9	12	14	1	11	12
Linn	40	39	79	29	26	28	44	10	12	22
Malheur	1	1	2	4	3	4	4	6	3	9
Marion	50	44	94	25	63	40	68	5	9	14
Morrow	15	17	32	3	13	8	12	2	8	10
Multnomah	49	185	234	6	47	21	25	2	33	37
Folk	13	16	29	9	30	6	26	6	9	15
Sherman	3	4	7	2	4	2	4	2	1	3
Tillamook	8	10	18	3	6	13	21	5	8	13
Umatilla	45	29	74	12	18	31	31	11	8	16
Union	3	16	19	13	28	11	32	3	8	11
Wallowa	2	7	9	3	10	3	6	2	4	6
Wasco	16	21	37	2	19	14	15	4	8	12
Washington	26	38	64	11	35	20	39	5	6	11
Yamhill	24	22	46	18	35	25	34	6	6	12
Totals	494	704	1,198	279	568	887	221	444	666	965

TABLE IV.
School census, eighteen hundred and ninety-five.

Counties.	13. Number of teachers employed during an educational year.			14. Number of children not attending any school during the year between four and twenty years of age.			15. Number of teachers employed in private schools during the year.			16. Number of pupils enrolled in private schools during the year.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Baker	9	40	49	843	416	759	1	1	2	16	18	34
Benton	10	32	42	174	165	339		4	4	11	11	18
Blackamas				1,030	1,030	2,154	1	4	5	44	89	83
Clatsop	17	28	45	1,124	513	1,233	1	2	3	24	34	58
Columbia	20	35	55	368	209	577	1	2	2	18	19	37
Coos	16	21	37	577	360	937	10	19	29	225	232	457
Crook	10	12	22	240	230	470		4	4	25	20	45
Curry	8	7	15	176	196	372		2	2	22	24	46
Douglas	51	85	136	571	575	1,146	2	6	10	154	176	310
Grant	7	10	17	313	290	603	3	8	11	40	50	90
Gilliam	11	16	27	153	149	302	2	7	9	74	62	136
Harney	5	15	20	82	89	171		1	1	2	4	6
Jackson	84	51	85	652	468	1,040	4	5	9	10	131	141
Josephine	9	36	45	214	237	451	3	3	6	19	13	32
Klamath	7	22	29	165	185	340	1	2	3	19	26	45
Lake	8	11	19	96	87	183	3	3	6	4	11	15
Lane	30	55	85	891	859	1,750	3	5	8	4	7	11
Linn	9	13	22	192	163	355	3	4	7	44	47	91
Linn				918	892	1,810	10	13	23	136	193	329
Malheur	5	8	13	143	154	297	1	3	4	11	14	25
Marion				1,019	1,880	2,899	12	17	29	262	210	472
Morrow	8	13	21	74	64	138		2	2	5	8	13
Multnomah	67	267	334	5,626	4,300	9,926	19	32	51	451	618	1,069
Polk	43	54	97	151	157	308		1	1	10	16	26
Sherman	9	12	21	130	132	262		3	3	64	61	125
Tillamook				246	249	495		4	4	6	77	146
Umatilla				330	305	635		6	6	69	69	138
Union	30	36	66	322	584	906	5	13	18	263	69	332
Wallowa	11	15	26	262	220	482	3	6	9	41	45	86
Wasco	13	41	54	785	672	1,457	3	12	15	70	102	172
Washington	51	63	114	1,061	900	1,961	2	2	4	3	43	80
Yamhill	29	41	70	474	476	940	1	1	2	13	14	27
Totals	536	956	1,492	18,512	16,146	34,658	102	133	235	2,175	2,395	4,570

TABLE V.
School census, eighteen hundred and ninety-five.

Counties.	17. Estimated value of school-houses and school grounds.	18. Estimated value of school furniture.	19. Estimated value of apparatus, maps, globes, charts, school tables, etc.	20. Amount of insurance on schoolhouses and other school property.	21. Average amount of salary paid made teachers in public schools.	22. Average amount of salary paid female teachers in public schools.	23. Average amount of salary paid county superintendents.
Baker	\$ 58,113 00	\$ 5,757 50	\$ 2,102 50	\$ 34,080 00	\$ 56 23	\$ 41 13	\$ 1,000 00
Benton	37,645 00	4,669 00	2,180 50	18,600 00	38 24	29 67	600 00
Clackamas	99,898 50	13,401 45	8,984 75	45,481 00	41 30	31 00	720 00
Clatsop	114,430 00	8,371 00	6,012 45	47,185 00	52 88	44 46	300 00
Columbia	18,687 50	2,856 00	2,005 50	5,608 00	42 50	38 20	180 00
Coos	42,981 00	5,090 00	2,900 00	8,900 00	45 07	39 65	400 00
Crook	13,698 00	1,962 00	486 00	4,560 00	42 76	30 58	200 00
Curry	3,980 00	860 00	500 00	500 00	48 00	42 00	200 00
Douglas	66,521 00	8,393 35	4,860 82	37,285 00	40 35	33 10	800 00
Grant	21,955 00	2,881 00	1,309 00	8,980 00	47 25	41 88	500 00
Gilliam	12,875 00	1,757 00	567 00	45 00	46 00	32 25	300 00
Harney	7,745 00	789 00	845 00	2,750 00	56 34	47 50	25 00
Jackson	50,165 00	8,100 00	4,180 00	29,150 00	42 50	31 25	700 00
Josephine	25,555 00	3,943 00	2,042 50	18,415 00	43 16	36 48	250 00
Klamath	12,495 00	1,785 00	1,076 75	5,450 00	57 12	48 68	400 00
Lake	22,835 00	1,683 67	1,348 50	6,029 50	70 79	53 75	600 00
Lane	80,760 00	11,745 85	5,768 15	28,555 00	39 00	33 32	600 00
Lincoln	16,670 00	2,183 95	1,969 95	3,700 00	36 00	28 50	400 00
Linn	11,935 00	12,596 00	5,655 00	51,550 00	33 52	22 80	600 00
Malheur	108,335 00	1,420 00	909 00	800 00	56 12	49 65	300 00
Marion	250,000 00	33,000 00	4,500 00	150,000 00	41 00	36 00	1,000 00
Morrow	26,237 45	4,360 26	807 90	8,800 00	44 31	39 59	480 00
Multnomah	940,122 42	96,370 85	7,150 35	231,862 40	62 37	47 01	1,350 00
Polk	55,120 00	8,138 00	3,496 00	23,825 00	45 89	35 92	300 00
Sherman	14,600 00	2,505 00	1,520 00	6,900 00	47 50	40 00	300 00
Tillamook	16,811 00	6,860 33	6,240 75	7,420 00	39 00	32 24	200 00
Umatilla	98,323 00	14,690 00	5,267 00	55,835 00	47 17	44 28	600 00
Union	72,528 00	10,107 00	4,046 00	36,375 00	46 80	44 70	1,200 00
Wallowa	13,280 00	1,880 00	888 75	4,400 00	44 00	33 00	435 00
Wasco	69,205 00	1,880 50	3,083 00	25,860 00	50 38	39 21	700 00
Washington	58,715 00	11,601 00	4,067 00	22,848 00	38 65	29 40	240 00
Yamhill	16,532 00	8,750 00	3,882 00	4,560 00	44 65	34 82	810 00
Totals	\$ 2,453,792 87	\$ 247,638 71	\$ 95,602 12	\$ 785,758 90	\$ 1,485 85	\$ 1,212 02	\$ 19,840 00

TABLE VI.
School census, eighteen hundred and ninety-five.

Counties.	24. Whole number of organized districts in the county.	25. Number of school districts reporting.	26. Average number of months public school taught during the year.	27. Number of months private school during the year.	28. Number of county schools taught during the year.	29. Number of schoolhouses built during the year.				30. Total number of schoolhouses in each county.					
						Log.	Frame.	Brick.	Stone.	Total.	Log.	Frame.	Brick.	Stone.	Total.
Baker	38	38	6	4	2						1	32		2	35
Benton	52	52	6	24	5						2	46			51
Clackamas	117	116	7	10	2						2	107			107
Clatsop	32	32	6	10	2						1	37			37
Columbia	55	54	5	8	2						5	48		1	49
Coos	70	70	5	8	25						4	67		1	69
Crook	39	37	4	4	2						4	2			28
Curry	23	23	4	5	2						1	15			16
Douglas	115	115	5	19	12						1	110			114
Grant	50	50	5	40	12						1	4			41
Gilliam	46	45	4	27	1						1	35			38
Harney	25	25	0	6	0							18			18
Jackson	75	75	0	9	0						3	74			74
Josephine	36	35	0	6	0						3	31		1	35
Klamath	26	25	0	8	3						2	15			18
Lake	17	17	0	8	3						2	126			145
Lane	153	153	0	10	12						10	126			138
Lincoln	42	41	4	37	3						1	7		1	106
Linn	120	119	2	11	8						2	108			110
Malheur	24	23	2	11	5						1	18			20
Marion	111	111	7	10	2						3	117			119
Morrow	48	48	4	9	2						4	36			36
Multnomah	33	33	2	6	2						4	30			33
Polk	61	61	7	6	2						4	58			58
Sherman	26	26	2	19	5						4	23			26
Tillamook	39	39	0	3	6						1	3			3
Umatilla	100	97	6	32	12						1	85		3	88
Union	73	72	0	32	19						1	67			70
Wallowa	41	41	4	19	4						1	11			34
Wasco	59	56	2	19	4						3	1			57
Washington	97	91	7	12	3						2	88		1	90
Yamhill	85	85	7	21	3						2	81			81
Totals	1,953	1,925	177	455	189						12	62		74	1,938
														17	1,853

TABLE VIII.
School census, eighteen hundred and ninety-five.

County.	394. Num- ber of county in- stitutes held.	393. Place and date of holding county institutes.	40. Teach- ers in attendance county in- stitutes.	41a. Num- ber of local insti- tutes held in county.	41b. Num- ber of teachers present.	42. Place and date of holding local institutes.
Baker	1	Baker City, August 27 to 30, 1894.	68	5	205	Corvallis and Philomath, October, Nov., Dec., and Mar.
Benton	2	Oregon City, May and September '94	107	12	440	Fort Stevens, October and June.
Clackamas	1	Oregon City, July 31 to Aug. 8, 1894	146	4	40	
Clatsop	1	Astoria, January 17 to 18, 1894	30			
Columbia	1	Rainier, August 26 to 29, 1894	25			
Coos	1	Bandon, August, 1894	50			
Crook	1	Prineville, October 15 to 16, 1894	30	1	7	Langlois.
Curry	1	Gold Beach, August 5, 1894	14			
Douglas	1	Roseburg, June, 1894	120	2	26	Canyon City, November, 1894; Long Creek, Dec. 1894.
Grant	1	Prairie City, August 8, 1894	18			
Gilliam	1	Harney, November, 1894	21	15	40	
Harney	1	Granic Pass, November, 1894	93			
Jackson	1	Klamath Falls, June, 1894	25			
Josephine	1	Lakeview, September 26, 1894	23			
Klamath	1	Eugene, July, 1894	155			
Lake	1	Ontario, August, 1894	15			
Lane	1	Albany, August, 1894	140	5	100	Waterloo, Sodaville, Tangent, Shedd, and Halsey.
Lincoln	1	Salem, July, 1894	140	8	140	
Linn	1	Heppner, November 21, 1894	39	0		
Malheur	1	Portland, September, 1894	131	7	190	District numbers 20, 16, 37, 32, 36, 8, and 4.
Marion	1	Monmouth, July 2, 1894	90	8	30	Dallas, Monmouth, Rickreal, Independence, Perrydale.
Morrow	1	Monmouth, November, 1894	24	2	16	Moro, December, 1894, and January, 1895.
Multnomah	1	Pendleton, September, 1894	105	25	200	Summerville, December 21, 1895.
Polk	1	Enterprise, October, 1894	29			
Sherman	1	The Dalles September 12, 1894	61	1	12	Dufur, February, 1895
Tillamook	1	Forest Grove, June, 1894	140	5	187	Hillsboro, Beaverton, Gaston, Sherwood, Forest Grove.
Union	1	McMinnville, June, 1894	94	6	120	Newberg, N. Yamhill, McMinnville, Amity, Dist. No. 8.
Umatilla	1					
Walla	1					
Washington	1					
Yamhill	1					
Totals			2,003	107	1,774	

TABLE IX.
Financial statement, eighteen hundred and ninety-five.—Receipts.

Counties.	43. Amount of school funds in hands of district clerks at beginning of school year first Monday in March, 1895.	44. Amount raised by district taxes.	45. Amount realized from county school tax.	46. Amount received from state school fund.	47. Amount raised by rate bills.	48. Amount received from all other sources.	49. Total receipts.
Baker	\$ 3,302 15	\$ 5,429 37	\$ 11,032 55	\$ 2,132 25	\$ 38 00	\$ 3,559 00	\$ 25,414 32
Benton	3,262 26	2,703 27	12,539 84	2,296 80	72 50	5,722 29	16,019 00
Clackamas	1,457 03	17,098 52	28,200 87	2,711 18	258 72	5,408 22	38,509 94
Clatsop	1,468 42	8,809 81	15,240 70	2,400 84	18 05	16,468 57	47,321 67
Columbia	623 20	1,876 54	17,488 49	1,805 94	18 05	2,468 79	34,535 52
Coos	255 63	2,722 01	11,269 80	1,805 50	36 01	3,284 55	22,928 72
Crook	1,358 06	367 07	3,632 13	1,101 28	183 89	454 55	7,669 35
Curry	188 29	7,013 07	20,318 68	4,586 64	1,291 30	1,491 79	24,899 97
Douglas	516 65	1,086 12	2,712 81	1,586 00	233 03	1,488 52	4,895 97
Gant	429 22	2,017 80	4,438 00	1,038 78	57 40	1,290 78	8,231 65
Gilliam	416 63	2,100 38	7,613 11	757 49	106 40	82 88	8,392 85
Haney	70 46	13,570 19	14,081 40	4,093 60	366 63	139 80	27,292 55
Jackson	1,474 73	1,086 12	8,086 70	1,780 88	138 85	449 39	15,272 56
Jessamine	314 59	4,325 11	5,728 78	1,859 58	26 60	116 31	7,846 98
Knapth	24 98	1,762 06	3,573 80	1,272 87	89 01	116 75	8,840 47
Lane	1,809 95	7,967 69	38,524 00	6,045 62	888 80	1,525 39	56,346 55
Latah	253 36	1,858 69	3,347 03	1,044 87	388 80	52 04	6,557 99
Lincoln	1,447 44	7,410 48	41,504 62	6,285 75	123 70	20,734 22	77,497 11
Malheur	1,681 62	11,198 40	4,511 19	1,392 68	301 00	8,770 77	64,530 04
Marion	604 33	3,378 33	38,960 33	8,389 41	84 45	3,700 54	64,530 04
Morrow	5,849 63	69,812 30	9,397 51	8,845 25	477 27	13,987 34	882,451 62
Multnomah	1,792 23	3,760 41	265,356 26	20,481 54	1,242 70	29,709 30	382,451 62
Polk	381 25	3,407 32	15,718 63	11,036 01	152 89	10,508 44	42,468 31
Sherman	236 93	4,620 25	5,050 00	7,383 41	29 50	872 01	7,544 98
Tillamook	3,263 19	3,066 35	4,620 25	1,998 36	110 23	1,074 62	10,074 62
Union	1,079 48	16,729 36	29,571 05	4,516 05	15 50	1,639 52	53,736 67
Wallowa	367 23	11,012 59	13,562 80	3,815 82	44 13	298 89	24,986 80
Washington	1,294 55	9,822 98	4,378 68	1,428 54	117 43	298 89	6,978 13
Wasco	1,928 68	6,814 10	11,595 89	2,967 57	637 60	1,416 66	26,835 29
Yamhill	6,082 42	9,258 44	17,974 05	8,978 45	88 62	1,634 80	33,418 70
Totals.	\$ 40,118 51	\$ 223,985 22	\$ 697,411 69	\$ 123,728 93	\$ 5,479 46	\$ 114,377 87	\$ 1,205,100 58

TABLE X.
Financial statement, eighteen hundred and ninety-five. - Disbursements.

Counties.	54. Amount paid for teachers' salaries during the year ending first Monday in March, 1895.	55. Amount paid for rent of school-rooms.	56. Amount paid for repairs on schoolhouse and premises.	57. Amount paid for the purchase of school furniture.	58. Amount paid for fuel and other incidentals.	59. Amount paid for clerks' services during the year.	60. Amount paid for apparatus, globes, charts, maps, and tables, etc.
Baker	\$ 16,375 16	\$ 63 06	\$ 1,202 49	\$ 544 85	\$ 1,842 32	\$ 222 85	\$ 159 15
Benton	13,049 28		995 48	145 08	1,886 48	367 05	530 50
Clackamas	38,886 42		1,330 86	1,732 32	2,267 72	782 59	677 97
Clatsop	23,040 09	130 00	723 94	1,973 23	1,253 71	1,045 06	256 17
Columbia	9,490 98		663 80	392 00	211 82	282 92	301 10
Coos	16,516 45		199 73	214 82	467 13	253 48	104 10
Crook	5,307 13		65 00	53 60	74 04	40 00	40 00
Curry	3,370 30		5 35	53 73	25 74	19 82	52 12
Douglas	26,034 10		1,045 66	887 78	1,234 93	519 26	232 26
Grant	7,415 70	1,522 74	143 06	185 62	510 66	128 27	706 27
Gilliam	7,181 37		108 53	56 75	291 77	47 08	121 52
Harney	7,295 45	14 16	37 50	111 42	465 76	261 45	123 28
Jackson	22,303 49	33 50	1,072 33	560 91	2,046 34	599 67	709 80
Josephine	11,990 76	150 00	257 87	554 66	564 41	258 48	237 42
Klamath	6,270 37	20 90	134 69	142 48	164 51	140 74	81 75
Lake	5,681 96		184 71	226 70	356 07	82 01	69 82
Lane	41,816 73	52 44	453 59	531 86	1,606 98	1,019 65	1,273 92
Lincoln	5,032 64		91 90	30 48	238 63	109 19	198 13
Linn	43,685 20	3 24	16 48	1,500 38	3,116 24	587 02	1,092 78
Malheur	5,894 75	15 00	2,383 04	97 85	1,175 38	111 44	57 25
Marion	47,478 50		2,300 00	500 00	2,318 00	617 95	735 80
Morrow	8,577 39	31 00	2,230 80	61 55	2,841 76	360 85	46 84
Multnomah	240,403 61	2,077 10	5,505 57	4,693 28	10,020 88	4,600 70	1,224 85
Polk	26,192 79		223 00	756 83	2,134 08	486 47	300 39
Sherman	5,817 80		199 75	111 90	508 25	110 40	224 70
Tillamook	7,623 42	946 07	134 45	461 15	333 43	62 86	327 93
Umatilla	36,510 57	564 30	785 05	1,916 44	2,808 43	355 20	364 35
Union	20,989 47	12 50	894 06	1,593 58	1,059 79	508 37	249 27
Wallowa	5,409 93		373 13	1,150 73	84 41	87 41	40 83
Wasco	16,541 76		939 11	626 10	1,081 28	422 54	90 25
Washington	26,427 38		336 40	945 00	1,532 25	673 40	320 70
Yamhill	23,625 54	53 30	627 71	951 34	2,090 80	700 20	272 15
Totals	\$ 787,176 69	\$ 5,889 24	\$ 23,665 04	\$ 21,794 42	\$ 44,464 00	\$ 15,938 48	\$ 11,158 77

TABLE XI.
Financial statement, eighteen hundred and ninety-five.—Disbursements.

Counties.	61. Amount paid for school house sites.	62. Amount paid for building school and out houses.	63. Amount paid for insurance during the year.	64. Amount paid for all other school purposes during the year.	65. Total disbursements.	66. Balance of cash in hands of district clerks, March, 1895.	67. Money belonging to districts not in possession of clerks, season of clerks.	68. School funds in county treasury at date of this report.
Baker	\$ 3,049 20	\$	\$ 209 16	\$ 440 56	\$ 23,446 03	\$ 2,012 08	\$ 786 23	\$ 6,810 12
Benton	86 65	1,666 94	1,666 94	440 56	18,619 06	742 89	143 60	
Clackamas	4 25	1,922 25	648 10	10,928 53	38,538 54	976 00	28 89	
Clatsop	11,105 25	3,822 89	1,228 14	6,195 76	46,676 04	843 81	420 89	6,665 72
Columbia	26 00	2,280 19	60 25	1,385 45	14,069 98	466 28	18 70	
Cook	500 00	3,328 77	29 48	1,428 59	23,890 53	498 46		
Curry	65 00	65 00	30 40	1,163 02	6,511 29	848 46		
Douglas	181 53	606 68	724 42	31 52	3,658 51	6 30	9 06	6 89
Grant	38 50	50 00	104 06	1,165 59	34,088 96	190 86	574 63	15 84
Gilliam	1 00	25 00	49 11	270 50	9,138 63	194 44	127 18	1,194 41
Harney	79 46	79 46		768 45	8,664 74	296 85	436 25	786 00
Jackson	1,862 87	1,862 87	101 25	172 89	8,985 21		17 45	
Josephine	48 20	48 20	126 32	5,774 69	33,241 35	2,391 00		3,000 00
Klamath	2 00	115 32		14,862 88	7,408 55	289 08	46 80	3,664 20
Lake				511 36	5,770 25	176 18	9 65	4,876 85
Lane	2 00	2,148 57	291 20	2,168 98	6,512 07	1,083 61	71 94	4,610 00
Linn	65 00	13,551 77	806 08	786 76	73,525 36	70 22	42 00	886 74
Malheur			12 40	95 68	6,511 23	3,649 14	226 25	8,516 16
Narrows	250 00	6,850 00	395 00	1,779 64	62,239 89	202 96	1,556 17	2,044 36
Norrov	6,819 82	34,849 39	5,823 25	53,846 25	13,224 86	1,990 15	1,556 17	2,189 50
Polk	92 37	284 27	179 43	10,958 46	371,864 80	4,901 53	2,333 03	47,366 74
Multnomah				212 65	41,786 69	1,180 32	400 80	
Sherman	163 95	270 55	166 86	10,739 25	17,741 20	522 10	348 81	3,150 00
Tillamook	66 80	42 80	1,365 73	7,840 49	62,437 25	3,498 51	3,602 45	180 04
Umatilla	9 45	1,286 64	237 73	2,270 09	29,182 85	813 63	24 64	2,607 97
Union			13 00	5,064 29	58,169 84	31 90	69 10	423 32
Wallowa	425 00	479 20	488 98	5,064 29	801 89	801 89		
Wasco	39 77	2,114 00	371 45	32,800 66	44,981 95	3,379 90	296 03	6,256 00
Washington	1 00	4,397 20	386 36	5,846 35				
Yamhill								
Totals	\$ 24,324 72	\$ 77,719 22	\$ 15,629 70	\$ 135,113 68	\$ 1,162,894 96	\$ 35,571 95	\$ 14,112 66	\$ 105,321 35

TABLE I.
School census, eighteen hundred and ninety-six.

Counties.	1. Number of persons between four and twenty years of age residing in the county.			2. Number of resident pupils enrolled in public schools during the year between four and twenty years of age.			3. Number of resident pupils enrolled in public schools during the year under six years of age.			4. Number of resident pupils attending school outside of this district during the year.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Baker	1,387	1,379	2,766	1,000	994	1,994	69	79	148	22	27	49
Benton	1,423	1,233	2,656	1,874	907	1,781	21	51	72	84	39	123
Clackamas	4,034	3,769	7,803	2,719	2,439	5,158	76	81	157	56	71	127
Clatsop	1,634	1,692	3,326	2,489	2,868	5,357	26	23	49	28	31	59
Columbia	1,066	1,029	2,095	705	664	1,369	44	54	98	33	38	71
Coos	1,941	1,859	3,800	1,220	1,228	2,448	61	63	124	66	61	127
Cook	630	630	1,260	386	377	763	72	46	118	24	42	66
Curry	404	339	743	223	169	392	14	2	16	10	13	23
Douglas	2,826	2,789	5,615	2,046	1,970	4,016	108	97	205	84	71	155
Grant	945	789	1,734	594	587	1,181	26	20	46	39	37	76
Gilliam	719	681	1,400	487	486	973	18	20	38	45	54	99
Harney	439	415	854	380	392	772	18	21	39	23	18	41
Jackson	2,709	2,492	5,201	1,719	1,910	3,629	20	21	41	21	18	39
Josephine	1,237	1,174	2,411	897	869	1,766	45	42	87	513	528	1,041
Klamath	552	500	1,052	379	322	701	25	12	37	21	7	28
Lake	455	405	860	296	280	576	9	147	156	21	21	42
Lane	3,729	3,576	7,305	2,855	2,728	5,583	144	147	291	75	77	152
Linn	595	635	1,230	422	431	853	20	18	38	30	29	59
Linn	3,746	3,718	7,464	2,631	2,453	5,084	114	78	192	125	107	232
Malheur	534	1,100	1,634	359	330	689	17	24	41	11	22	33
Marion	5,430	5,010	10,440	3,629	3,459	7,088	41	56	97	48	51	99
Morrow	699	731	1,430	421	507	928	41	50	91	56	41	97
Multnomah	11,498	12,079	23,577	6,332	6,652	12,984	44	57	101	54	66	120
Polk	1,955	1,907	3,862	1,460	1,379	2,839	11	11	22	31	31	62
Sherman	492	497	989	314	342	656	27	35	62	12	15	27
Tillamook	795	818	1,613	961	943	1,904	115	97	212	109	90	199
Umatilla	2,814	2,712	5,526	2,124	1,922	4,046	8	10	18	90	85	175
Union	2,320	2,280	4,600	1,664	1,521	3,185	36	25	61	31	37	68
Wallowa	878	849	1,727	569	567	1,136	8	8	16	42	34	76
Wasco	2,017	1,931	3,948	1,298	1,235	2,533	76	80	156	67	76	143
Washington	3,150	2,940	6,090	1,942	2,289	4,231	97	106	203	203	203	406
Yamhill	2,394	2,549	4,943	1,854	1,812	3,666	51	71	122	79	79	158
Totals	65,647	63,973	129,620	43,848	43,364	87,212	1,674	1,704	3,378	2,194	2,252	4,446

TABLE II.
School census, eighteen hundred and ninety-six.

Counties.	5. Average daily attendance.			6. Number of teachers employed in public schools during the year ending first Monday in March, 1896.			7. Number of applicants examined for teachers' certificates during the year.			8. Number of applicants examined, failing to obtain certificates during the year.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Baker	671	753	1,424	23	47	70	5	35	40	3	12	15
Benton	561	1,062	1,623	37	49	86	16	25	41	6	9	15
Clackamas	1,436	2,074	3,510	88	113	201	47	57	104	15	40	55
Clatsop	631	884	1,515	21	31	52	17	26	43	3	11	16
Columbia	508	486	1,004	20	40	60	10	34	44	1	17	18
Coos	846	885	1,731	37	43	80	13	62	61	1	17	18
Crook	482	704	1,186	19	20	39	5	8	14	1	1	2
Curry	205	369	574	11	18	29	5	12	17	1	1	2
Douglas	1,425	1,301	2,726	67	115	182	41	70	117	19	39	58
Grant	399	417	816	16	17	33	3	7	12	2	6	8
Graham	334	378	712	14	18	32	3	8	11	1	10	11
Gilliam	236	342	578	18	15	33	3	2	5	1	1	2
Jackson	1,210	1,300	2,510	70	81	151	12	41	53	17	71	88
Josephine	321	320	641	13	23	36	6	10	16	5	15	20
Klamath	240	253	493	13	19	32	4	18	22	2	7	9
Lake	175	275	450	8	20	28	7	18	25	3	3	6
Lane	1,342	2,170	3,512	84	200	284	37	127	164	13	84	97
Lincoln	1,447	1,398	2,845	9	30	39	0	27	27	1	14	15
Linn	1,720	1,378	3,098	116	90	206	51	14	65	27	59	86
Linn	1,720	1,378	3,098	116	90	206	51	14	65	27	59	86
Malheur	2,720	2,574	5,294	97	110	207	21	134	155	18	61	79
Marion	2,432	2,380	4,812	20	34	54	51	30	81	3	11	14
Morrow	5,115	5,452	10,567	65	107	172	20	130	150	8	56	64
Multnomah	1,011	1,025	2,036	55	81	136	14	31	45	3	12	15
Multnomah	1,012	1,025	2,037	55	81	136	14	31	45	3	12	15
Multnomah	1,012	1,025	2,037	55	81	136	14	31	45	3	12	15
Sherman	352	450	802	10	14	24	15	14	29	6	7	13
Tillamook	625	630	1,255	25	31	56	11	28	40	3	11	14
Tillamook	1,171	1,612	2,783	68	92	160	18	45	63	10	15	25
Tillamook	1,171	1,612	2,783	68	92	160	18	45	63	10	15	25
Union	825	1,042	1,867	32	75	107	13	70	83	4	32	36
Union	825	1,042	1,867	32	75	107	13	70	83	4	32	36
Wallowa	370	482	852	15	18	33	17	24	41	2	13	15
Wasco	830	1,673	2,503	38	68	106	40	80	128	1	24	25
Washington	1,410	1,501	2,911	66	97	163	40	80	129	10	32	42
Washington	1,410	1,501	2,911	66	97	163	40	80	129	10	32	42
Yamhill	1,335	1,339	2,674	77	101	178	27	88	115	5	32	37
Totals	29,578	32,145	61,723	1,287	2,000	3,287	617	1,528	2,145	195	722	917

TABLE III.
School census, eighteen hundred and ninety-six.

Counties.	9. Number of teachers employed holding first grade county certificates.			10. Number of teachers employed holding second grade county certificates.			11. Number of teachers employed holding third grade county certificates.			12. Number of permits granted during the year.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Baker	4	9	13	1	15	16	2	10	12	2	10	12
Benton	19	29	48	6	9	15	7	8	15	3	4	7
Clackamas	51	45	96	29	86	56	17	26	43	5	16	21
Clatsop	4	15	19	2	4	6	3	8	10	2	2	2
Columbia	5	15	20	5	16	18	5	13	18	9	10	19
Coos	24	19	43	6	12	18	4	13	17	3	8	11
Crook	2	6	8	6	2	12	2	3	5	1	6	7
Curry	6	4	10	4	2	7	2	3	5	2	2	4
Douglas	40	35	75	11	38	49	12	16	28	9	12	21
Grant	10	20	30	7	7	14	1	1	2	4	2	2
Gilliam	4	9	13	1	7	8	1	5	6	5	5	9
Harney	11	6	17	6	2	8	3	2	5	4	3	7
Jackson	20	20	40	8	38	68	20	46	66	3	6	9
Josephine	2	2	4	5	1	6	1	1	2	1	1	2
Klamath	1	4	5	1	7	8	1	2	3	1	2	3
Lake	8	8	16	4	7	11	1	2	3	6	6	9
Lane	90	23	113	35	34	69	21	38	57	3	15	18
Linn	4	4	8	3	7	10	2	8	10	3	4	7
Linn	35	23	58	31	22	53	12	13	25	10	11	21
Malheur	3	2	5	1	2	3	25	25	25	4	4	8
Marion	21	12	33	30	14	44	1	1	2	1	3	4
Morrow	19	14	33	8	17	25	2	5	7	5	7	12
Multnomah	23	109	132	5	37	42	2	19	21	2	2	4
Polk	11	10	21	7	20	27	5	12	17	1	6	7
Sherman	2	4	6	2	6	8	2	3	5	1	3	4
Tillamook	20	2	22	5	6	11	2	9	13	3	10	13
Umatilla	49	46	95	13	22	35	1	4	5	4	15	19
Union	21	12	33	10	28	38	4	11	15	3	4	7
Wallowa	2	2	4	7	9	16	3	6	9	3	4	7
Wasco	12	8	20	12	19	31	4	19	23	2	11	13
Washington	58	58	116	18	50	68	19	37	56	5	14	19
Yamhill	34	49	83	13	39	52	9	19	28	6	14	20
Totals	604	565	1,169	305	540	845	191	423	614	103	213	316

TABLE IV.
School census, eighteen hundred and ninety-six.

Counties.	13. Number of teachers employed taking an educational journal.			14. Number of children not attending any school during the year between four and ten years of age.			15. Number of teachers employed in private schools during the year.			16. Number of pupils enrolled in private schools during the year.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Baker	18	38	56	382	370	752	1	5	6	46	92	138
Benton	26	50	76	279	401	680	3	6	9	72	76	148
Blackamas	93	145	238	953	978	1,931	2	2	4	26	28	54
Clatsop	29	31	60	632	743	1,375	1	3	4	36	38	74
Columbia	19	31	50	361	365	726	9	14	23	281	361	642
Coos	37	43	80	321	310	631	1	3	4	22	25	47
Crook	8	14	22	60	57	117	4	3	7	22	19	41
Curry	7	7	14	181	170	351	5	4	9	38	38	76
Douglas	47	62	109	325	302	627	1	1	2	182	110	292
Grant	8	12	20	315	262	577	1	1	2	23	42	65
Hilliam	14	23	37	191	182	373	4	7	11	53	59	112
Harney	7	6	13	37	46	82	1	1	2	18	19	37
Jackson	39	41	80	45	46	91	3	1	4	16	17	33
Josephine	9	14	23	322	283	605	2	1	3	20	26	46
Kimath	7	11	18	137	134	271	4	1	5	27	26	53
Lake	45	60	105	136	87	223	1	1	2	43	41	84
Lane	10	14	24	321	346	667	2	2	4	22	26	48
Lincoln	4	14	18	381	350	731	9	12	21	163	169	332
Linn	4	7	11	192	121	313	1	3	4	9	6	15
Malheur	2	13	15	1,590	1,400	2,990	33	33	66	335	315	650
Marion	30	40	70	1,107	1,400	2,507	1	1	2	9	13	22
Morrow	63	20	83	5,487	5,135	10,622	21	35	56	484	636	1,120
Multnomah	31	27	58	370	373	743	5	7	12	68	74	142
Polk	31	44	75	416	404	820	3	4	7	23	26	49
Sherman	11	12	23	136	182	318	6	11	17	104	170	274
Stamook	13	16	29	271	276	547	3	6	9	104	107	211
Tillamook	31	53	84	411	506	917	1	10	11	49	95	144
Union	16	19	35	310	283	593	10	16	26	161	188	349
Wallowa	15	15	30	734	700	1,434	11	10	21	146	156	302
Wasco	43	77	120	733	920	1,653	11	10	21	146	188	334
Washington	43	77	120	733	920	1,653	11	10	21	146	188	334
Yamhill	19	43	62	370	603	973	1	1	2	14	15	29
Totals	755	1,395	2,150	18,067	18,047	36,114	140	192	332	2,458	2,841	5,299

TABLE V.
School census, eighteen hundred and ninety-six.

Counties.	17. Estimated value of school houses and school grounds.	18. Estimated value of school furniture.	19. Estimated value of apparatus, globes, charts, school tables, etc.	20. Amount of insurance on other school property.	21. Average amount of salary paid to public schools.	22. Average amount of salary paid to public schools.	23. Average amount of salary paid county superintendents.
Baker	\$ 61,327 75	\$ 6,772 25	\$ 2,480 75	\$ 32,250 00	\$ 54 39	\$ 41 00	\$ 1,000 00
Benton	37,205 00	2,230 45	2,926 50	18,760 00	37 75	26 36	850 00
Clatsop	94,498 00	15,063 45	3,038 50	55,988 70	42 75	32 40	700 00
Clatsop	109,423 00	7,245 00	3,088 00	37,685 00	40 30	41 68	300 00
Columbia	22,175 00	5,579 70	2,330 00	7,100 00	35 06	33 01	180 00
Coos	36,130 30	5,481 30	2,821 30	16,233 00	42 38	35 06	400 00
Crook	12,676 00	2,700 00	763 00	4,580 00	42 76	38 80	200 00
Curry	3,800 00	972 40	5,227 75	45,500 00	45 00	40 00	200 00
Douglas	70,849 30	5,136 30	1,502 50	45,100 00	36 80	31 00	800 00
Grant	22,403 00	5,138 30	1,188 00	5,300 00	46 36	39 99	500 00
Gilliam	16,495 00	5,164 00	1,188 00	7,150 00	41 00	32 59	300 00
Harney	14,725 00	2,446 00	1,950 00	33,000 00	58 28	47 40	300 00
Jackson	35,800 00	1,073 00	5,500 00	18,975 00	40 00	30 25	700 00
Josephine	77,240 00	1,213 00	2,126 50	18,975 00	56 43	31 45	250 00
Klamath	12,325 00	1,646 00	7,061 75	2,800 00	51 78	40 39	400 00
Lake	32,200 00	1,600 00	1,530 00	2,800 00	63 31	45 32	600 00
Lane	60,479 00	12,345 50	6,742 90	29,540 50	37 71	30 78	600 00
Lincoln	15,380 00	2,176 00	1,745 40	6,040 00	29 58	26 24	400 00
Linn	15,180 00	12,672 35	6,040 00	53,225 00	42 84	31 59	600 00
Malheur	12,000 00	1,672 35	8,597 50	15,000 00	58 50	44 18	400 00
Marion	930,007 00	32,000 00	5,000 00	7,125 00	40 00	32 00	1,000 00
Morrow	24,697 45	41,831 75	1,031 90	1,125 00	40 65	36 46	400 00
Multnomah	1,025,172 35	41,831 75	8,163 85	403,920 00	86 24	65 90	1,350 00
Polk	54,056 00	2,468 00	4,475 45	26,740 00	43 75	35 81	500 00
Sherman	15,055 00	2,800 00	1,572 00	4,350 00	41 50	38 00	300 00
Tillamook	16,515 00	5,425 00	2,752 20	8,300 00	35 06	32 15	200 00
Umatilla	75,041 00	12,165 00	4,949 00	30,525 50	44 73	36 57	600 00
Union	65,800 00	14,333 85	11,689 90	33,425 00	45 00	36 00	1,200 00
Wallowa	12,000 00	1,927 00	1,218 25	2,750 00	37 20	32 44	437 50
Wasco	75,677 00	9,701 50	4,509 90	29,960 00	45 38	35 40	700 00
Washington	43,685 00	9,464 50	4,633 50	18,610 00	32 05	28 30	340 00
Yamhill	90,765 00	13,086 00	5,203 00	25,385 00	42 00	32 00	812 50
Totals	\$ 2,009,046 76	\$ 259,536 31	\$ 119,729 10	\$ 2,116,536 70	\$ 1,445 04	\$ 1,187 52	\$ 17,620 00

TABLE VI.
School census, eighteen hundred and ninety-six.

Counties.	24. Whole number of pupils in the county.	25. Number of school districts reporting.	26. Average number of months public school taught during the year.	27. Number of months private school during the year.	28. Number of schools taught in county during the year.	29. Number of schoolhouses built during the year.	30. Total number of schoolhouses in each county.	31. Total number of schoolhouses in each county.				
			Log.	Frame.	Brick.	Stone.	Total.	Log.	Frame.	Brick.	Stone.	Total.
Baker	39	39	6	5	3	3	3	1	33	2		36
Benton	53	33	7	16	7	5	5	2	51			53
Clackson	118	118	7	16	7	5	5	2	106			106
Clatsop	34	34	6	6	3	3	3	2	37			37
Columbia	55	55	6	13	6	1	3	4	50			52
Coos	73	72	6	33	14	2	2	2	68	1		70
Crook	41	41	3	22	5	2	2	2	4	37		41
Curry	23	22	3	12	4	2	2	2	17			17
Douglas	119	119	4	29	7	8	9	2	115			117
Grant	52	52	4	7	2	3	3	3	7	36		43
Gilliam	45	45	4	26	9	1	1	1	39			39
Harney	26	26	4	1	1	1	1	1	22			22
Jackson	80	79	6	1	3	3	3	4	79			79
Josephine	37	36	5	6	3	3	3	1	34	1		36
Klamath	26	26	5	6	3	1	1	3	20			23
Lake	19	19	6	5	2	1	1	3	17			20
Lane	158	158	6	1	2	10	12	21	126			147
Linn	43	42	4	12	4	1	1	5	33			36
Linn	122	122	6	16	4	12	12	1	119			119
Linn	25	25	5	11	3	3	3	3	19	1		20
Malheur	111	111	7	19	13	3	3	2	116			118
Morrow	48	48	5	7	2	1	1	1	44	1		45
Multnomah	55	55	9	7	29	1	1	1	74	1		75
Polk	63	63	7	6	3	3	3	3	51			54
Sherman	27	27	5	3	1	1	1	1	25			26
Tillamook	40	40	5	22	7	3	3	3	33			36
Umatilla	105	98	5	17	4	5	5	3	103			106
Union	74	74	6	11	12	1	1	1	121			121
Wallowa	41	39	4	12	7	3	4	8	38	5		43
Wasco	61	58	6	30	7	1	1	4	40	18		58
Washington	93	92	6	31	9	1	1	2	86	2		88
Yamhill	85	85	6	30	5	4	4	4	86			86
Totals	1,891	1,873	175	413	81	8	94	1	1,861	13		1,940

TABLE VII.
School census, eighteen hundred and ninety-six.

County.	31a. Num- ber of graded schools.	31b. Num- ber of teachers employed.	31c. Num- ber of pupils attending.	32a. Num- ber of universities, colleges, and acad- emies.	32b. Num- ber of teachers employed.	32c. Num- ber of pupils attending.	33. Num- ber of district schools with an- nual re- cord books.	34. Num- ber of districts with Web- ster's un- derlined dictionary.	35. Num- ber of copy- books for school purposes.	36. Num- ber of schools re- cognized by super- intendent.	37. Average length of time denoted to reach seat.	38. Number of miles traveled in the perform- ance of official duties.
Baker	2	16	900	1	3	51	39	22	1,343	60	2	747
Benton	2	10	524	3	30	400	53	38	1,292	100	2	2,000
Clackamas	10	37	1,834				102	72	4,009	80	3	1,500
Clatsop	6	30	1,604				84	30	1,287	23	4	250
Columbia	2	4	140				55	30	1,213	25	1	325
'00s	1	6	252				73	42	1,801	55	1	800
Crook	1	3	140				41	20	860	47	3	800
Curry							23	13	480	18	2	440
Douglas	8	24	1,125				119	70	2,759	100	40	2,800
Grant	3	6	417				52	25	1,099	45	2	1,180
Gilliam	4	9	305				46	12	851	57	2	675
Herney	2	4	150				26	20	590	25	6	2,000
Jackson							79	46	2,565	75	2	3,500
Josephine	2	12	720				37	35	1,252	38	1	1,000
Klamath	1	4	165				19	14	751	24	3	2,000
Lake	1	4	188				19	18	668	18	2	1,185
Lane	8	36	2,045	1	18	333	156	113	4,285	74	1	774
Linn	2	4	137				42	22	893	36	2	1,185
Lincoln	12	45	1,985	4	19	328	104	85	3,272	40	2	885
Linn	1	2	115				17	12	715	16	1	1,409
Malheur	1	2	115				111	98	5,000	150	1	1,680
Marion	50	100	4,500				33	16	882	53	3	1,500
Morrow	2	7	485				49	50	8,889	53	1	670
Multnomah	42	319	12,184	22	123	1,120	58	52	2,573	111	15	1,900
Folk	2	5	171	2	14	350	27	20	702	26	1	240
Sherman				1	2	28	39	23	980	27	1	786
Tillamook	7	38	2,015	1	15	160	96	78	2,745	170	3	1,740
Umatilla	2	19	931	2	3	78	74	52	3,212	70	2	1,069
Union	2	4	220	1	2	55	41	17	1,083	32	2	400
Wallowa	7	30	1,467	1	8	125	54	36	2,119	46	1	3,403
Wasco	10	13	763	1	14	180	83	65	3,080	61	4	4,000
Washington	9	32	1,618	3	18	279	75	60	3,103	79	1	1,327
Yamhill												
Totals	201	815	37,100	44	271	3,553	1,880	1,306	61,323	1,835	(60) 570	43,262

TABLE VI.
School census, eighteen hundred and ninety-six.

Counties.	24. Whole number of pupils in the county.	25. Number of school districts reporting.	26. Average number of months pupils in school taught during the year.	27. Number of months private school pupils in county during the year.		28. Number of months school pupils in county during the year.	29. Number of schoolhouses built during the year.			30. Total number of schoolhouses in each county.			
				Log.	Brick.		Stone.	Total.	Log.	Brick.	Stone.	Total.	
Baker	39	39	6	5	3	3	3	3	1	33	2	36	
Benton	53	53	7	16	7	7	5	5	2	51	—	53	
Blackburn	118	118	6	6	3	3	2	2	2	106	—	106	
Clatsop	34	34	5	6	3	3	3	3	4	37	—	37	
Columbia	53	53	5	13	6	1	2	2	2	50	—	52	
Coos	73	72	4	33	14	—	2	2	2	68	1	70	
Cook	41	41	4	22	5	—	2	2	2	4	—	41	
Curry	21	22	3	12	4	—	2	2	2	17	—	17	
Douglas	119	119	5	25	7	1	3	3	9	2	115	117	
Grant	32	32	4	7	2	—	3	3	8	7	—	43	
Gilliam	45	45	4	26	9	—	1	1	1	39	—	39	
Harney	26	26	0	—	—	—	—	—	1	22	—	22	
Hazlet	80	80	0	—	—	—	—	—	4	1	—	79	
Jackson	37	37	2	6	4	—	3	3	3	34	1	36	
Josephine	26	26	0	3	3	—	3	3	1	3	—	23	
Klamath	19	19	0	3	3	—	1	1	1	17	—	20	
Lake	158	158	3	3	2	2	10	12	21	128	—	147	
Lane	43	42	4	12	4	—	1	1	1	3	—	36	
Lincoln	92	92	5	16	5	—	12	12	5	33	—	38	
Linn	25	25	2	11	4	—	3	3	3	19	—	20	
Marion	111	111	7	10	13	—	3	3	3	116	—	119	
Morrow	48	48	5	10	5	—	3	3	2	116	—	118	
Multnomah	55	55	9	7	29	—	1	1	1	44	—	44	
Polk	63	63	7	—	—	—	—	—	—	84	1	85	
Sherman	27	27	5	—	—	—	—	—	—	61	—	61	
Tillamook	40	40	5	22	7	—	3	3	3	38	—	38	
Umatilla	105	98	6	11	12	—	5	5	5	101	—	101	
Union	74	74	6	11	12	—	1	1	1	58	5	63	
Wallowa	41	39	6	12	4	—	3	3	4	10	—	45	
Wasco	61	58	6	30	7	—	5	5	5	58	2	60	
Washington	93	92	6	31	9	—	1	1	1	88	—	88	
Yamhill	85	85	6	30	5	—	4	4	4	86	—	86	
Totals	1,891	1,873	175	413	81	8	94	1	108	76	1,851	13	1,864

TABLE VIII.
School census, eighteen hundred and ninety-six.

Counties.	39a. Num- ber of county in- stitutes held.	39b. Date and date of holding county institute.	40. Teach- ers in attendance local insti- tutes held county in- stitutes.	41. Num- ber of teachers present.	42. Place and date of holding local institutes.
Baker	1	Baker City, August 26 to 30, 1895.	65	2	
Benton	1	Corvallis, September, 1895.	97	13	Philmath, Corvallis, November, 1895.
Clackamas	1	Oregon City, August 5 to 9, 1895.	126	40	District numbers 1, 8, 13, 14, 17, 35, 38, 48, 49, 62, 63, 75, 97.
Clatsop	1	Astoria, 1895.	40		
Columbia	1	Clatskanie, August, 1895.	42		
Cook	2	Marshfield, August 26, 1895.	50		
Coos	1	Prineville, October 15, 1895.	24		
Curry	1	Gold Beach, August 17, 1895.	15	1	Chetco, August 3, 1895.
Douglas	1	Roseburg, August, 1895.	91		
Grant	1	Canyon City, August, 1895.	31		
Gilliam	1	Condon, August, 1895.	34		
Hartney	1	Burns, November, 1895.	25	19	District numbers 2, 3, 4, 5, 9, 11, 13, 14, 15, 17, 20, 23, 24.
Jackson				1	
Josephine	1	Kirby, October 28, 1895.	45	1	Kirby, October 28, 1895.
Klamath	1	Klamath Falls, May, 1895.	26		
Lake	1	Lakeview, 1895.	105		
Lane	1	Eugene, August, 1895.	136		
Lincoln	1	Toledo, May, 1895.	17		
Linn	1	Vale, November 7, 1895.	18		
Malheur	1	Salem, June, 1895.	200	6	Millers, Lacombe, Harrisburg, Brownsville, Tangent, Jordan Valley, June, 1895. (Oakville.
Marion	1	Heppner, September 4, 1895.	92	1	
Morrow	1	Portland, September, 1895.	176	4	Lexington, Hardman, Heppner.
Multnomah	1	Monmouth, June, 1895.	90	3	District numbers 4, 5, 40, 44, 20, 12.
Multnomah	1	Moro, November, 1895.	94	7	Dallas, Independence, Mouth, Bethel, Surer, Louis-
Sturman	1	Willamook, August, 1895.	27		
Tillamook	1	Meacham, September, 1895.	103	30	
Tillamook	1	Union, August, 1895.	113	8	
Wallowa	1	Joseph, August 7, 1895.	26	21	
Wasco				1	Dufur, February, 1896.
Washington	2	Hillsboro, June, Forest Grove, Oct	172	2	Gaston, April, 1895.
Washington				8	
Yamhill				113	
Totals			2,111	113	1,279
	31				

TABLE IX.
Financial statement, eighteen hundred and ninety-six.—Receipts.

Counties.	43. Amount of money paid in hands of district clerks at beginning of school year first Monday in March, 1896.	44. Amount raised by district taxes.	45. Amount received from county school fund.	46. Amount received from state school fund.	47. Amount raised by rate bills.	48. Amount received from all other sources.	49. Total receipts.
Baker	\$ 1,852 93	\$ 6,588 73	\$ 11,373 84	\$ 2,708 75	\$ 88 25	\$ 2,869 69	\$ 25,496 59
Benton	239 54	1,572 81	8,501 30	6,050 07	90 00	1,242 05	18,663 77
Clatsop	977 98	17,153 23	29,388 83	8,282 40	11 30	4,648 77	38,664 71
Clatsop	681 96	11,768 26	17,429 23	3,089 10	11 00	15,116 71	48,074 52
Columbia	549 43	11,883 65	6,665 72	2,731 90	27 60	948 30	12,210 70
Coos	353 83	1,807 76	11,367 69	3,785 23	271 03	15,229 21	39,086 79
Cook	860 40	340 80	8,332 90	1,110 30	140 94	186 36	11,741 60
Curry	19 56	7,232 64	2,510 17	748 65	36 52	312 00	38,442 80
Douglas	496 08	1,036 22	17,860 19	5,700 30	940 00	639 02	38,017 63
Grant	247 09	2,724 65	9,299 08	1,903 65	85 82	3,006 19	10,329 40
Gilliam	296 96	1,338 00	3,097 86	1,453 35	264 45	3,672 88	13,844 24
Harney	111 30	1,300 00	16,834 40	4,719 00	150 00	1,375 00	13,882 72
Jackson	1,400 90	4,789 08	9,883 98	2,041 49	168 40	1,462 23	37,819 00
Josephine	381 94	1,785 74	3,093 69	1,073 40	18 40	1,17 09	8,173 19
Klamath	129 67	9,400 79	35,071 34	7,865 20	233 90	1,487 95	51,948 84
Lane	2,018 42	4,423 36	37,518 53	7,713 39	233 73	351 27	51,893 89
Lincoln	8,583 72	9,071 26	39,793 82	7,663 30	38 00	1,580 20	64,977 78
Linn	3,294 36	27,010 25	4,707 70	1,603 30	124 19	1,326 41	38,628 81
Malheur	1,377 86	4,676 84	4,807 70	10,613 20	319 80	746 25	26,623 82
Morrow	1,770 04	97,915 03	4,729 73	1,674 86	19 45	11,519 19	90,698 88
Multnomah	9,453 75	97,245 03	269,016 33	1,674 86	19 45	7,640 51	408,338 72
Polk	1,180 51	5,581 98	200,230 08	3,087 72	1,700 84	3,898 68	384,024 70
Sherman	703 54	3,870 12	5,233 22	1,598 95	17 35	1,826 24	11,655 26
Tillamook	214 54	3,870 12	5,233 22	1,598 95	17 35	1,826 24	11,655 26
Umatilla	8,268 70	17,719 36	27,803 44	5,744 85	10 35	3,414 62	51,970 56
Union	671 07	10,646 81	16,831 00	4,673 85	40 20	2,400 87	31,777 55
Wallowa	653 15	11,042 57	8,552 10	1,753 45	31 95	2,007 75	31,717 55
Wasco	772 04	9,533 77	11,826 40	3,935 36	0 52	13,021 20	44,288 06
Washington	682 26	17,843 16	17,843 16	6,324 76	228 18	3,265 55	37,771 62
Yamhill	3,382 00	11,000 64	30,833 47	5,516 45	262 40	2,520 78	54,510 79
Total	\$ 39,798 08	\$ 282,719 27	\$ 714,921 36	\$ 136,457 29	\$ 3,973 70	\$ 106,794 36	\$ 1,284,664 06

STATE INSTITUTIONS.

*UNIVERSITY OF OREGON, STATE AGRICULTURAL COL-
LEGE, STATE NORMAL SCHOOLS, SCHOOL FOR
THE BLIND, SCHOOL FOR DEAF-MUTES.*

LIST OF COLLEGES, ACADEMIES, ETC.

The list given below presents the names and location of all the chartered institutions of learning in the state, including the universities, colleges, seminaries, academies, and private schools, so far as the same have been reported to this office:—

Albany College, Albany, Linn county.
Academy of Sacred Heart, Salem, Marion county.
Academy of Our Lady of Perpetual Help, Albany, Linn county.
Bishop Scott Academy, Portland, Multnomah county.
Capital Business College, Salem, Marion county.
College of Philomath, Philomath, Benton county.
Divinity School, Eugene, Lane county.
Friends' Polytechnic Institute, Salem, Marion county.
Holmes' Business College, Portland, Multnomah county.
Independent German School, Portland, Multnomah county.
LaFayette Seminary, LaFayette, Yamhill county.
McMinnville College, McMinnville, Yamhill county.
Mineral Springs College, Sodaville, Linn county.
Mt. Angel Seminary and College, Mt. Angel, Marion county.
Mt. Angel Academy, Mt. Angel, Marion county.
Pacific College, Newberg, Yamhill county.
Pacific University, Forest Grove, Washington county.
Philomath College, Philomath, Benton county.
Portland Academy, Portland, Multnomah county.
Portland Business College, Portland, Multnomah county.
Portland University, University Park, Multnomah county.
Santiam Academy, Lebanon, Linn county.
St. Helen's Hall, Portland, Multnomah county.
St. Mary's Academy, Baker City, Baker county.
St. Mary's Academy, Portland, Multnomah county.
St. Mary's Academy, Jacksonville, Jackson county.
St. Joseph's Academy, Pendleton, Umatilla county.
St. Joseph's Academy, La Grande, Union county. (No report.)
St. Mary's Academy, The Dalles, Wasco county.
St. Michael's College, Portland, Multnomah county.
St. Paul's Academy, St. Paul, Marion county.
State Agricultural College, Corvallis, Benton county.
State School for the Blind, Salem, Marion county.
State Deaf-Mute School, Salem, Marion county.
State Reform School, Salem, Marion county.
State University, Eugene, Lane county.
State Normal School, Monmouth, Polk county.
State Normal School, Weston, Umatilla county.
State Normal School, Drain, Douglas county.
State Normal School, Ashland, Jackson county.
Willamette University, Salem, Marion county.



VILLARD HALL, UNIVERSITY OF OREGON, EUGENE.

1914
MAY 10
1914

UNIVERSITY OF OREGON.

EUGENE CITY, OREGON.

Faculty.

C. H. CHAPMAN, PH.D.,
President.

JOHN W. JOHNSON, A.M.,
Professor of Latin.

MARK BAILY, Ph.D.,
Emeritus Professor of Mathematics.

JOHN D. LETCHER,
Professor of Mathematics.

THOMAS CONDON, PH.D.,
Professor of Geology.

GEORGE H. COLLIER, LL.D.,
Emeritus Professor of Physics.

JOHN STRAUB, A.M.,
Professor of Greek.

BENJAMIN J. HAWTHORNE, A.M.,
Professor of Mental Science.

LUELLE CLAY CARSON, A.M.,
Professor of Rhetoric and English Literature.

EDGAR McCLURE, A.M.,
Professor of Chemistry.

E. B. McELROY, PH.D.,
Professor of Ethics and Pedagogy.

FREDERICK L. WASHBURN, A.M.,
Professor of Biology.

FREDERICK G. YOUNG, A.B.,
Professor of Economics and History.

MARIE LOUISE BARIGHT,
Professor of Elocution.

N. L. NARREGAN,
Dean of the Preparatory Department.

JOHN R. WETHERBEE,

Director of Physical Education.

EDWARD H. McALISTER, A.B.,

Tutor, Applied Mathematics.

PHILURA E. MURCH, A.M.,

Tutor in Modern Languages.

INEZ DELASHMUTT, A.B.,

Tutor in English and English Literature.

DORA L. SCOTT.

Librarian.

LOCATION.

The university is located at Eugene, Lane county, Oregon, one hundred and twenty miles south of Portland, on the Oregon and California Railroad. Eugene is the county seat of Lane county, has four thousand inhabitants, and is situated amidst scenery of much natural beauty. The university campus lies southeast of Eugene, about one mile from the city postoffice, and contains some eighteen acres of land.

BUILDINGS.

The university has on its campus three brick buildings. One was erected in part by the citizens of Lane county and finished by the state. It is one hundred and fifty feet long, fifty-four feet wide, and three stories high, besides the basement. The second building, named by the regents "Villard Hall," is made of brick, and has a concrete finish on the outside. It is one hundred and fifteen feet in length, sixty-nine feet wide, and two stories high above the basement. The third brick building was erected by the regents in eighteen hundred and eighty-nine, at a cost of about four thousand five hundred dollars, for a gymnasium. It contains the most approved apparatus for exercise. A brick observatory, on an eminence convenient to the university, has been erected by the regents at a cost of about four thousand dollars.

THE DORMITORY.

The dormitory recently erected by the munificence of the state accommodates about ninety students. The rooms are sufficiently large to furnish quarters for two students each, and are well lighted and ventilated. The whole building is heated by the hot-water system. It consists of two wings entirely separated from each other; the north wing is for women, the south one for men. Each wing has a reception room, where students may receive their visitors. The price of board in the dormitory is two dollars and fifty cents per week; this includes heat and light. Students must furnish their own towels and bed clothes. The rooms are furnished with a table, chairs, and two single beds.

COURSES OF INSTRUCTION.

The Classical Course.—This course requires four years of Latin and four of Greek. In accordance with the recommendation of the famous "Committee of Ten" on secondary education, Greek is not begun until the second preparatory year. In the junior year, Greek is required and Latin elective, and in the senior year, both languages are elective.

The Scientific Course.—Students following this course without elections will have four years of Latin and three years of French or German. The student has an option between French and German.

The Literary Course.—This course gives four years of Latin and a year of Anglo-Saxon. It omits all mathematics after the second preparatory year, and will be found very rich in English literature.

The English Course.—In accordance with a resolution of the board of regents, a four-years' English course has been adopted. Two years of elective work have been added to this course by the faculty, and upon completing the whole six years a student will be entitled to the degree of bachelor of English.

SUMMARY OF ATTENDANCE.

Eighteen hundred and ninety-five and eighteen hundred and ninety-six.

Students in college of letters	383
Students in the school of law	82
Students in the school of medicine	80
Total	<u>545</u>

STATE AGRICULTURAL COLLEGE.

CORVALLIS, OREGON.

Faculty.

H. B. MILLER,
President and Director.

F. BERCHTOLD, A.M., (DEAN OF COLLEGE,)
Modern Languages, Physics, and History.

GRANT A. COVELL, M.E.,
Professor of Mechanics and Mechanical Engineering.

MARGARET C. SNELL, M.D.,
Household Economy and Hygiene.

H. T. FRENCH, M.S.,
Agriculture.

G. W. SHAW, PH.D.,
Chemistry.

J. B. HORNER, A.M.,
English Language and Literature.

LIEUTENANT C. E. DENTLER, U. S. A.,
Military Science and Commandant, and Tactics.

GORDAN V. SKELTON, C.E.,
Mathematics and Engineering.

U. P. HEDRICK, M.S.,
Horticulture and Botany.

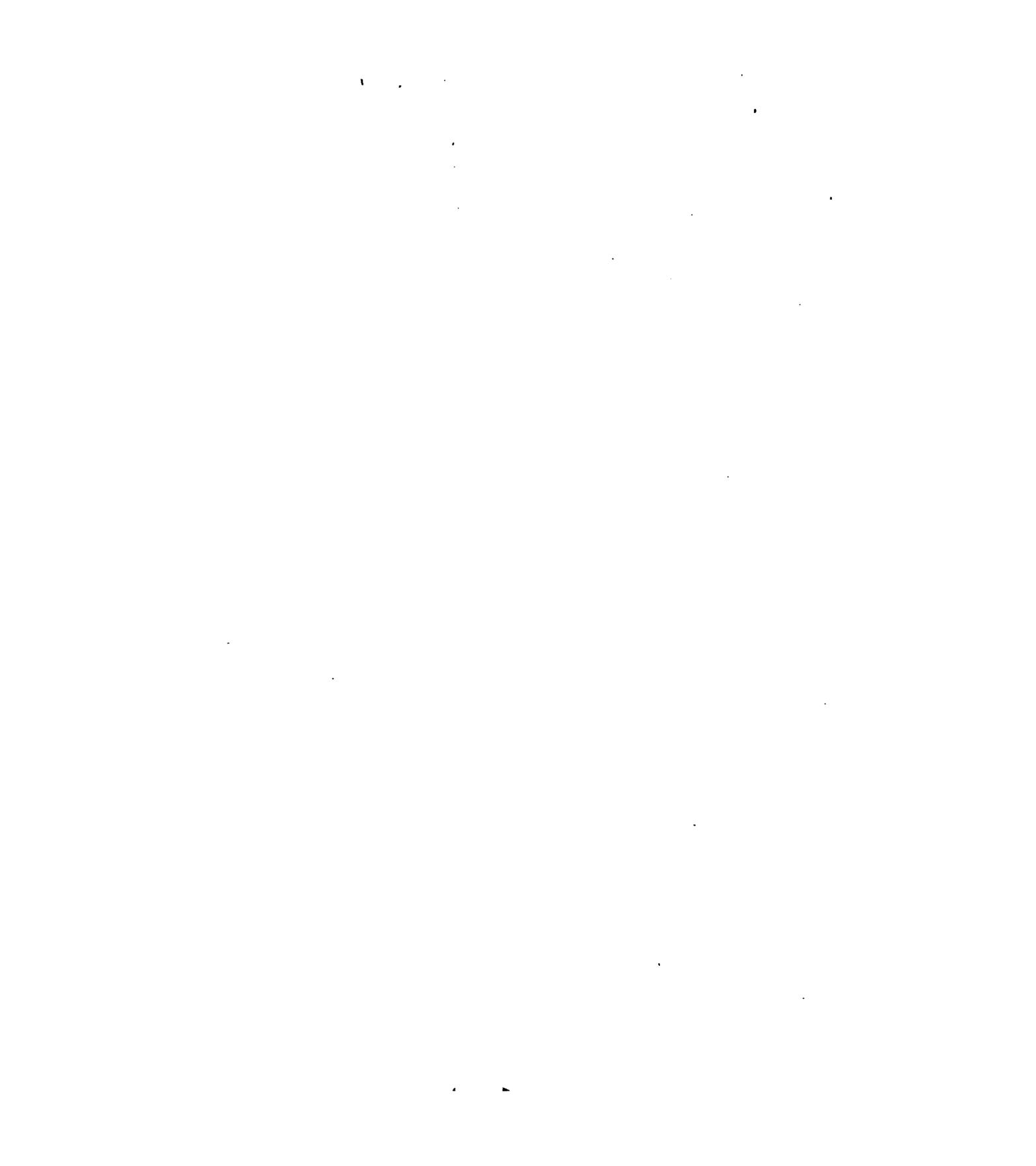
A. B. CORDLEY, B.S.,
Zoölogy and Entomology.

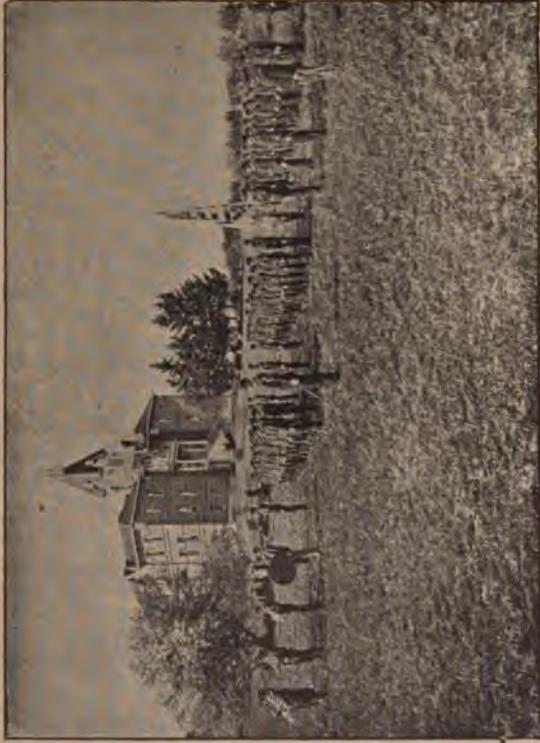
GEORGE COOTE,
Assistant and Instructor in Horticulture.

MRS. IDA B. CALLAHAN, B.S.,
Instructor in College Department.

MISS HELEN V. CRAWFORD, O.M.,
Elocution.

JOHN F. FULTON, B.S.,
Assistant Chemist.





STATE AGRICULTURAL COLLEGE, CORVALLIS.

E. G. EMMETT, B.M.E.,
Mechanical Department in Ironwork.

D. W. PRICHARD,
Mechanical Department in Woodwork.

CHARLES S. JOHNSON, B.S.,
College Department.

FRED L. KENT, B.Agr.,
Dairying.

D. W. TRINE, B.S.,
Botany.

FRANK E. EDWARDS, B.M.E.,
Chemistry.

MISS DOROTHEA NASH, B.H.E.,
Music.

H. T. CONDON,
Clerk of College and Private Secretary to President.

LOCATION.

The agricultural college of Oregon is located at Corvallis, in Benton county, one of the most beautiful spots in the Willamette valley. Corvallis is very healthfully situated, and has enjoyed a striking immunity from dangerous epidemics. The town is well supplied with churches, and has an intelligent and cultured population. It is accessible from the east and west by the Oregon Central and Eastern Railroad, and from the north and south by the Southern Pacific Railroad.

BUILDINGS.

The college buildings are new and commodious, and unsurpassed for beauty of situation.

PURPOSE OF THE COLLEGE.

The state agricultural college is a literary as well as an industrial school. While the student is mastering mathematics, language, and sciences, he has an opportunity to get practical training in that which underlies all the great industries. If he takes the agricultural course, he studies the science of agriculture and horticulture, and is trained an hour each day in the practical application of the farm, in the garden, or nursery. If he takes the mechanical course, he studies the science which underlies the manufacture of wood and metals, and devotes one hour each day to the practice of the art. In addition, he studies the philosophy of the machine, learns to draw and prepare plans for work in wood or metal, and in the machine shops gets the rudiments of the art of its manufacture. In household economy, the girls are taught the science which underlies cooking and preserving foods, as well as the hygiene of the home. In addition to this, the arts of sewing, mending, dress cutting and fitting are not omitted.

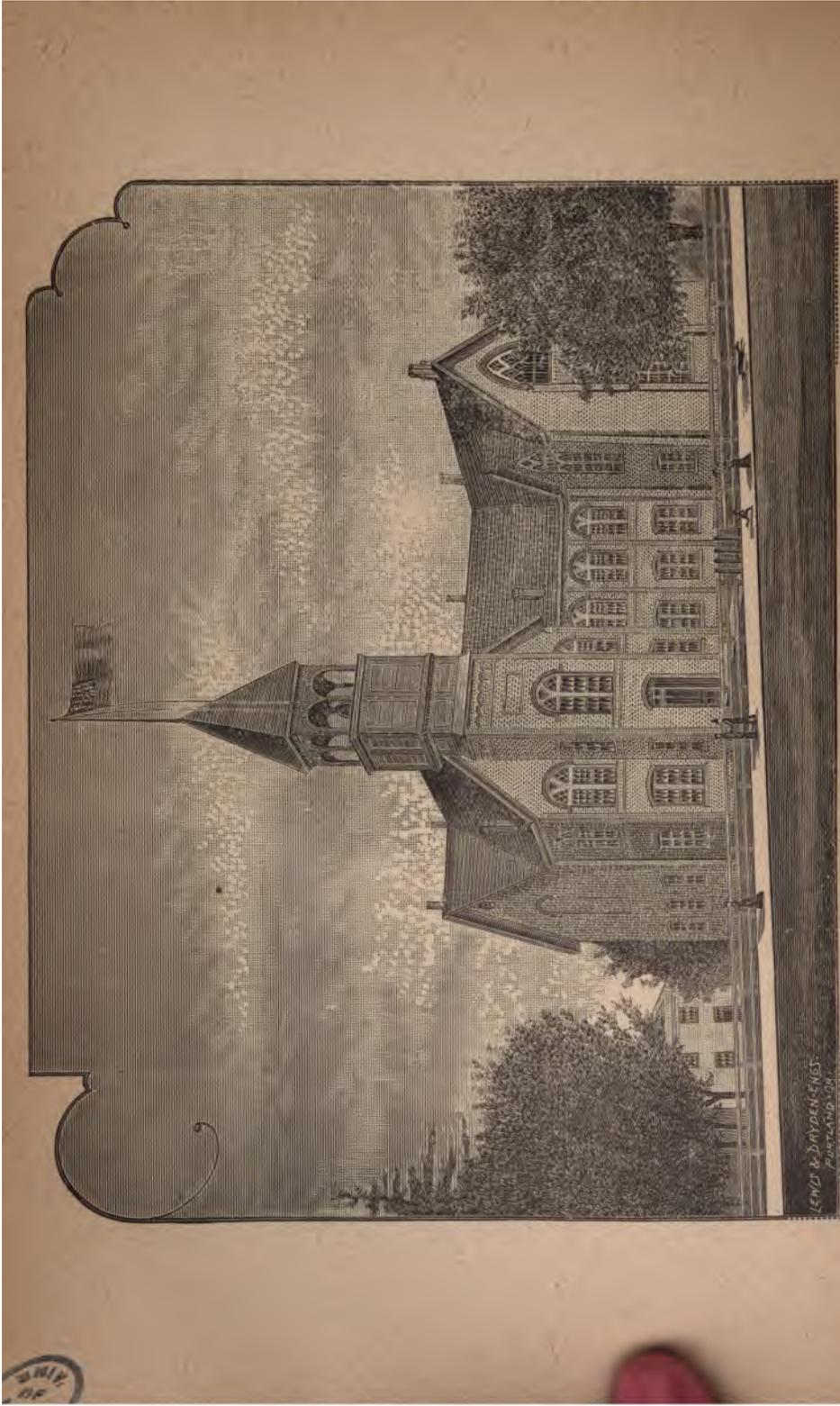
DEPARTMENTS OF STUDY.

The several departments of study are as follows: Mental and moral philosophy, English, agriculture, mathematics and engineering, mechanics and mechanical engineering, horticulture, chemistry, physics and mineralogy, household economy and hygiene, Latin, history, drawing and music, zoölogy and entomology, botany, bookkeeping, military science and tactics, printing, photography, bee culture.

SUMMARY OF ATTENDANCE.

Eighteen hundred and ninety-five and eighteen hundred and ninety-six.

Post graduates.....	14
Fourth year (mechanical).....	9
Third year.....	54
Second year.....	63
First year.....	175
Preparatory.....	80
Special.....	2
Total.....	<u>397</u>
Counties in Oregon.....	32
Counties represented.....	28



COLLEGE BUILDING, NORMAL SCHOOL, MONMOUTH.

3414
11/10

STATE NORMAL SCHOOL.

MONMOUTH, OREGON.

Faculty.

P. L. CAMPBELL, A.M., PRESIDENT,
History and Philosophy of Education.

H. B. BUCKMAN, A.M.,
Psychology and Methods; Latin.

J. M. POWELL, A.M.,
Mathematics and Physics.

MISS SARAH TUTHILL,
Literature, Elocution.

E. J. MCCAUSTLAND, C.E.,
Mathematics.

E. E. BALCOMB, B.S.D.,
Chemistry, Botany, Physiology.

W. A. WANN, B.S.D.,
English, Geography, Bookkeeping.

A. F. CAMPBELL, A.B.,
History, Rhetoric.

WILLIAM H. ALLEN, B.S.D.,
Principal, Training Department.

MISS EDITH CASSAVANT, M.E.D.,
Critic Teacher, Training Department.

MRS. WILLIAM H. ALLEN,
Critic Teacher, Training Department.

MISS MARY COATS, B.S.D.,
Assistant in Training Department.

MISS ALICE APPLIGATE, B.S.D.,
Assistant in Training Department.

MISS ROSE BASSETT,
Vocal Music, Drawing.

W. A. WANN, SECRETARY OF FACULTY.

LOCATION.

Monmouth, the seat of the Oregon state normal school, is in Polk county, two miles west of the Willamette river, fourteen miles southwest

of Salem by road, and seventy miles from Portland by rail. It is on a rich, rolling prairie, dotted with groves of oak and fir. On the west the Coast range of mountains, with the intervening foothills, presents a scene of beauty not to be surpassed anywhere. On the east is first a range of hills at a distance of seven miles, varying from five hundred to one thousand feet in height, through which the Willamette river has cut its way to Eola. Beyond these hills, at a distance of forty miles, is the Cascade range, with Mt. Hood, Mt. Jefferson, and the Three Sisters lifting their snow-capped summits about two miles in vertical height. East of the normal buildings, within two and one half miles, are two lines of railway, one passing through Monmouth and one through Independence, on both of which the trains are in plain view from the normal buildings, as well as boats plying the Willamette river. Every one who visits Monmouth is impressed with the great beauty of the surroundings. Saloons, gambling-houses, and other dens of vice are strictly prohibited by town charter and ordinances. It would be difficult to conceive more favorable surroundings for such a school as the normal.

BUILDINGS.

The new building is a fine brick structure, especially designed for and adapted to the work of the normal school. The gymnasium is a very important addition to our work. Though not entirely equipped, it is being used with much profit.

COURSES OF STUDY.

The courses of study, as arranged, have a two-fold object: (1) To give thorough scholarship in the subjects studied; and (2) to give a broad and comprehensive view of the philosophy of education, together with a clear understanding of the methods of government and instruction.

The Elementary Course fits persons for teaching in the common schools. Those who complete this course may receive a certificate to that effect from the president; *provided*, they have spent not less than two full terms at the normal, and been regular in attendance at the teachers' classes.

The Regular Course includes all the work necessary to fit persons as principals or teachers in any grade of public school. Graduates in this course receive a diploma from the board of regents, which confers upon them the degree of bachelor of scientific didactics, and authorizes them to teach in any public school in the state without further examination. These diplomas are also honored in our sister states, our graduates receiving certificates in those states without examination.

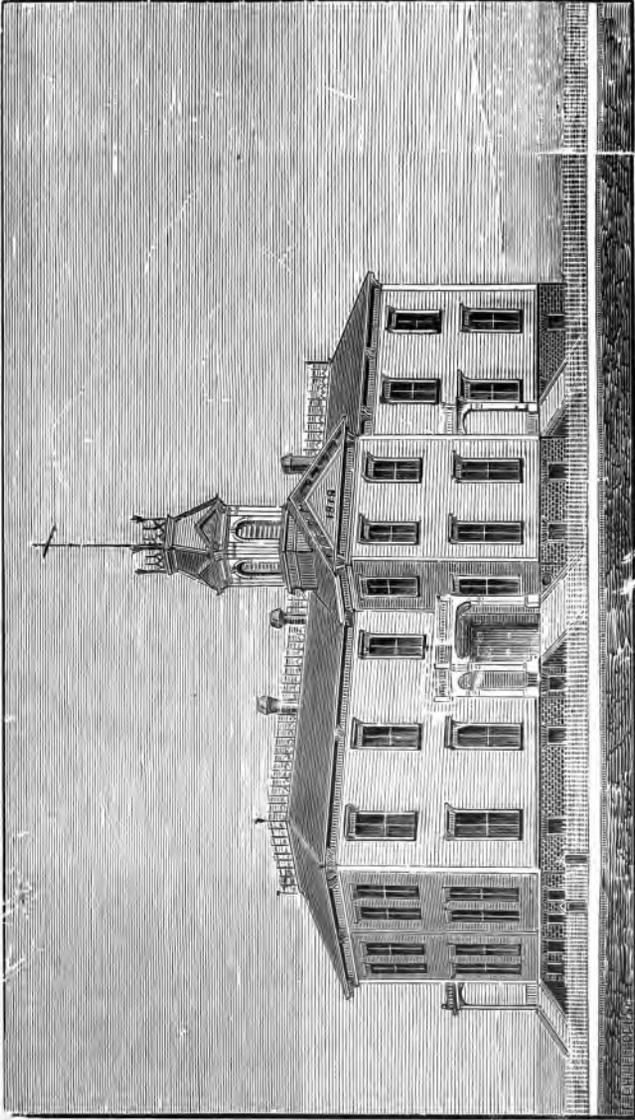
The Advance Course is specially intended for those who wish to fit themselves for the highest departments of educational work. There is now a large demand for men of this class. A careful examination of the work in this course will show it to be very practical and of about the same grade as the scientific course provided in our best colleges. The degree of master of scientific didactics is conferred on the completion of this course.

SUMMARY OF ATTENDANCE.

Eighteen hundred and ninety-five and eighteen hundred and ninety-six.

Enrolled in normal course	208
Enrolled in subnormal course	35
Total	243
Enrolled in training department	196
Graduates in normal course	321
Counties represented	24
Average age of senior class	22.6
Average age of normal students	20.11

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STATE NORMAL SCHOOL, WESTON.

STATE NORMAL SCHOOL.

WESTON, OREGON.

Faculty.

M. G. ROYAL, A.M., PRESIDENT,
Psychology and Latin.

H. L. TALKINGTON, A.M., VICE-PRESIDENT,
History and Literature.

W. L. GERMAN, B.S.D.,
Natural Sciences.

F. J. VAN WINKLE,
Mathematics.

AGNES STOWELL,
Methods; Principal of Training Department.

NORA CANNON,
Teacher in Model School.

ROZENE EPPLE,
Training Department.

MABEL C. NELSON,
Training Department.

J. S. HENRY,
Vocal and Instrumental Music.

LOCATION.

The eastern Oregon state normal school is located in the town of Weston, Umatilla county, one of the oldest towns of the eastern portion of the state. Society is established upon a firm and substantial basis. There is not a saloon or gaming resort in the place. Four churches and six religious societies furnish ample opportunity for students to maintain their denominational connections while attending school—a relation highly commendable, and encouraged by the faculty of the school. The school is thoroughly undenominational in character, and the fact that among the faculty are found members of five of the evangelical denominations, is a guarantee of nonsectarian influence.

HISTORICAL.

This institution was first recognized as a part of the state normal school system by an act of the legislative assembly, approved February

twenty-sixth, eighteen hundred and eighty-five, since which time a high standard of work has been maintained. Twelve graduates have already been sent out from the different departments. The maps, globes, musical instruments, and the philosophical and chemical apparatus are unexcelled within the state.

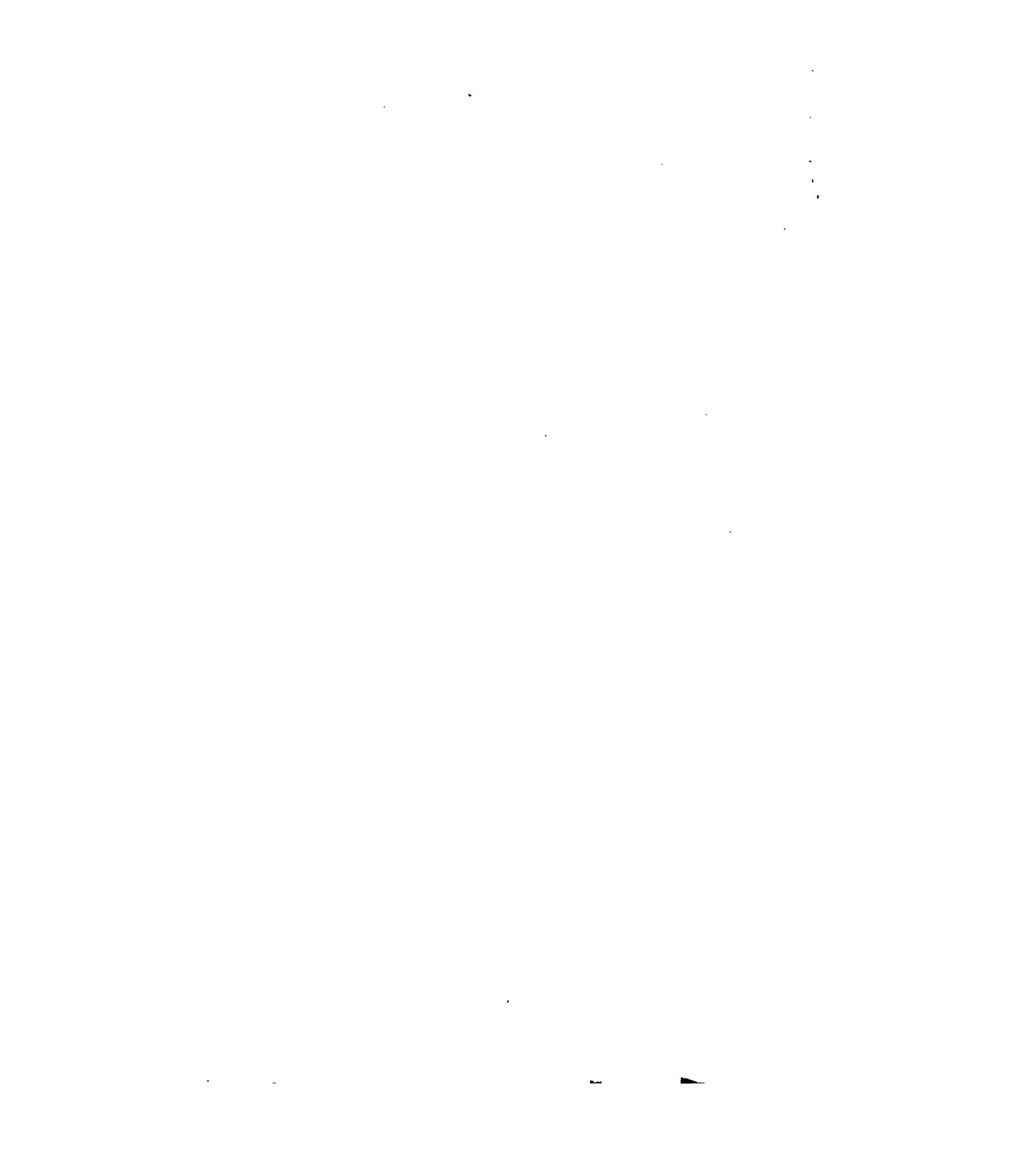
COURSES OF STUDY.

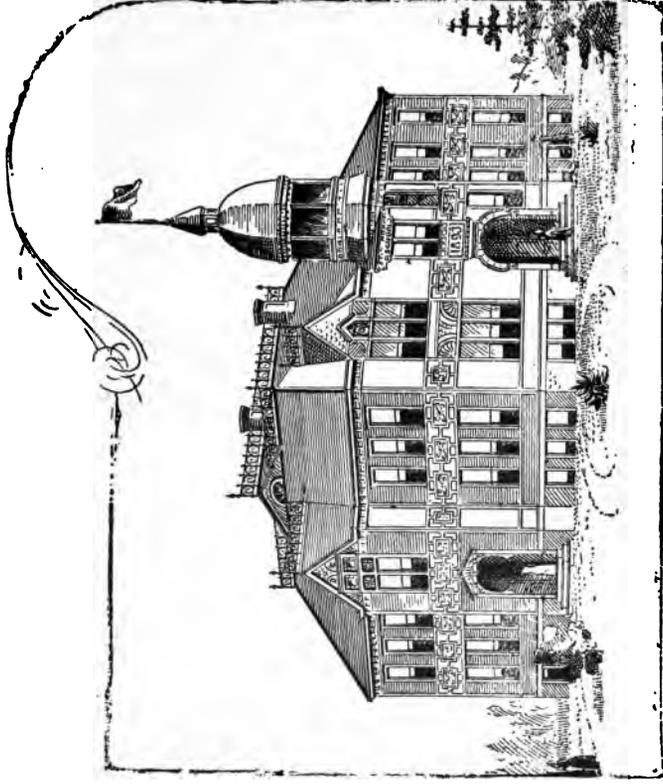
There are four courses of study—the elementary course, the regular course, the business course, and the music course. The elementary course covers a period of one year; the regular course a period of three years; the business and the music course, each, an indefinite period, depending upon the attainments of the person entering.

SUMMARY OF ATTENDANCE.

Eighteen hundred and ninety-five and eighteen hundred and ninety-six.

First year (commercial)	9
Junior (normal)	83
Middle (normal)	17
Senior (normal)	9
Training department	191
Music department	23
	<hr/>
	332
Deduct counted twice	15
	<hr/>
Total	317





DRAIN NORMAL SCHOOL, DRAIN.

STATE NORMAL SCHOOL.

— — — — —
DRAIN, OREGON.

— — — — —
Faculty.

LOUIS BARZEE, PRESIDENT,
Psychology, Literature, and Philosophy of Education.

C. O. REYNOLDS,
Mathematics and Natural Sciences.

HATTIE M. WARNER,
English, Latin, Botany.

JAMES F. BLANCHARD,
History, Physiology, Arithmetic.

ELLA KENT,
Geography, Orthography, Writing.

MRS. C. L. BARZEE,
Reading, Numbers.

MRS. F. L. RUSSELL,
Art and Elocution.

HATTIE WARNER,
Vocal and Instrumental Music.

ROBERT HEDDEN.
Librarian.

LOCATION.

The school is situated at Drain, in Douglas county, Oregon. No saloon or other immoral resort can be found. The best social and church privileges are enjoyed by all students. Drain is considered the most healthful town on the line of the Southern Pacific Railroad. It is located in a beautiful mountain valley, and has fine scenery in the Calapooias, and the clear streams flowing through the town. The town has a population of about six hundred, and is rapidly building up. It has good water, excellent water power, and rich soil.

SCHOOL BUILDINGS.

The main school building was constructed in eighteen hundred and ninety-four. It is a fine two-story frame, well finished inside and out. It stands on a beautiful knoll in East Drain, and is reached from the business portion of the town by an eight-foot sidewalk and foot bridge. The boarding hall and other dormitories are near the main building.

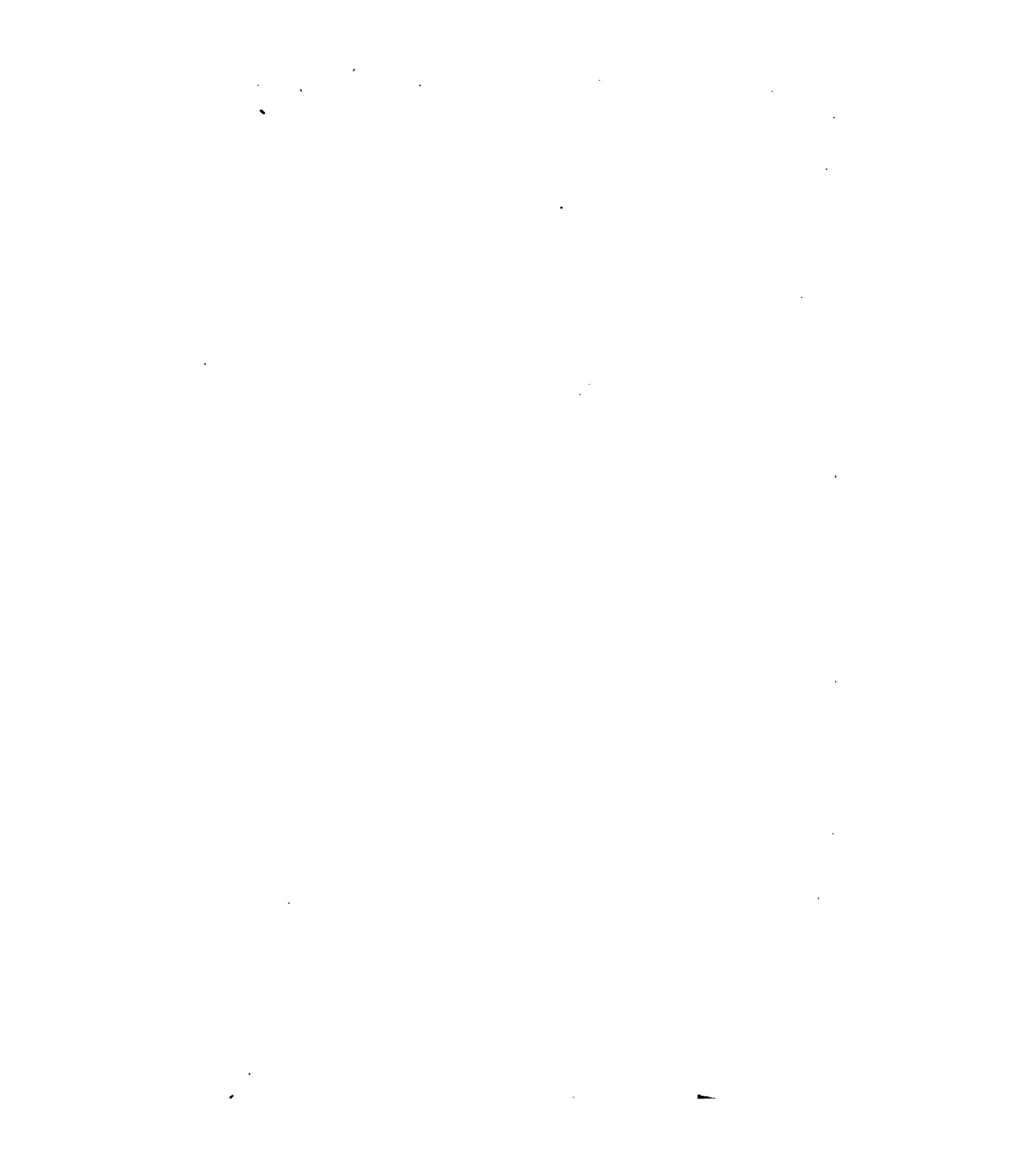
COURSES OF STUDY.

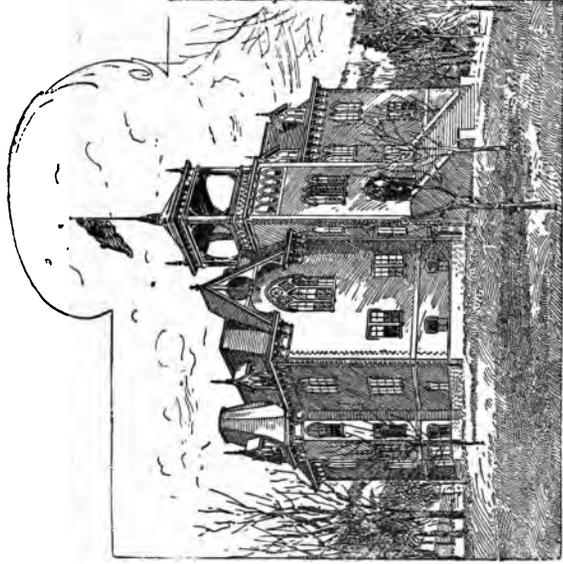
The courses of study have been entirely remodeled and extended. The courses are now elementary, normal, post-graduate, higher post-graduate, business, academy, or preparatory college course, and courses in music and painting.

SUMMARY OF ATTENDANCE.

Eighteen hundred and ninety-five and eighteen hundred and ninety-six.

Actual enrollment	135
Enrollment public school	171
Total	306





STATE NORMAL SCHOOL, ASHLAND.

STATE NORMAL SCHOOL.

ASHLAND, OREGON,

Faculty.

W. T. VAN SCOY, A.M., PRESIDENT,
Languages, Psychology, Methods and Training.

JOHN J. BERRY, PH.B.,
Mathematics.

JAMES W. STORMS, B.S.A.,
Natural Sciences.

IRVING E. VINING,
Literature, Elocution, History.

T. W. MILES,
Principal of Commercial Department, Bookkeeping, Commercial Law, Shorthand.

MISS ADA P. THOMAS,
Instrumental and Vocal Music.

MRS. ANGIE L. ENGLE,
Painting and Drawing.

MISS JULIA FIELDER, B.S.D.,
United States History, Geography.

MISS LENA WESELA,
Tutor in German.

MODEL SCHOOL,
In charge of Senior Class, directed by Members of Faculty.

LOCATION.

The school is located near Ashland, Jackson county, Oregon, about one and one half mile from the business part of town; is near the border of the California line. Ashland is a town of about three thousand inhabitants, situated on the Southern Pacific Railroad.

BUILDINGS.

The main building is a large college hall with new furniture and fixtures, being fitted up in September, eighteen hundred and ninety-five, and contains twenty-five rooms. Is situated on a campus of seven and one half acres, covered with laurel and black oak shade trees. Also have a large dormitory for young ladies which was constructed last fall.

56 REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

With a full corps of teachers in the faculty, four-years' course, with additional chemical and philosophical apparatus and library, A1 new buildings, its success is assured.

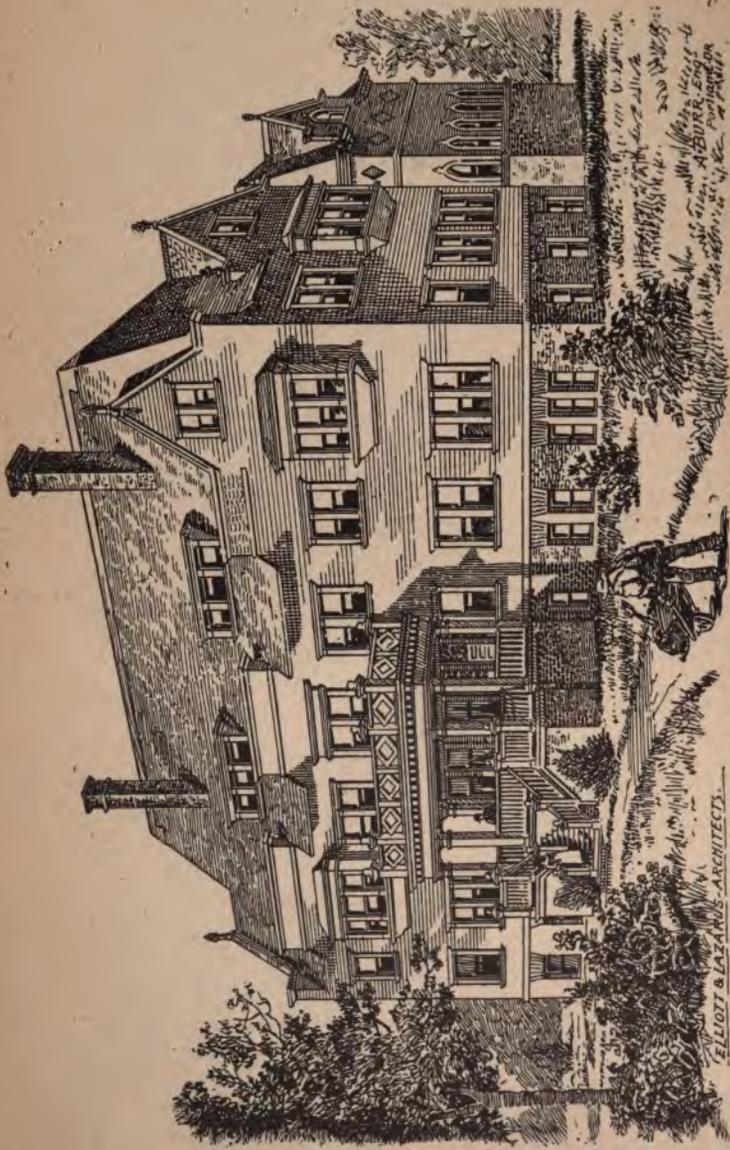
COURSE OF STUDY.

There are four courses: Normal, academic, business, and advanced courses. Both vocal and instrumental music are taught.

SUMMARY OF ATTENDANCE.

Eighteen hundred and ninety-five and eighteen hundred and ninety-six.

Total enrollment of students	171
Counted twice	38
Total, not counting model school	<u>133</u>



OREGON BLIND SCHOOL, SALEM.

Elliott & Lazans - Architects.

UNIV.
OF
OREGON

OREGON SCHOOL FOR THE BLIND.

SALEM, OREGON.

TRUSTEES.

WM. P. LORD Governor
H. R. KINCAID Secretary of State
G. M. IRWIN Superintendent of Public Instruction

OFFICERS AND TEACHERS.

J. L. CARTER Superintendent
W. A. CUSICK, M.D. Physician
MRS. M. E. CARTER Matron

Faculty.

J. L. CARTER, B.S.,
Advanced Literary Department and Vocal Music.

MISS SADIE BRISTOW,
Literary Department.

MISS M. J. McFADDEN,
Primary Department.

MISS BERTHA HUBBARD,
Piano, Organ, Guitar, and Violin.

MISS ETTA SKEELE,
Industrial Department.

PHYSICAL CULTURE.

Physical development is beginning to receive considerable attention in all schools. How far outward impressions man wishes to create that will become second nature may not be known definitely, but enough is known that to some extent such is the case. The time may not be far distant when Delsarte may be ranked with Pestalozzi and Frouble. It is granted that every seeing person would be benefited by drills and exercises aiming at physical development. The blind, as every one can readily understand, need assistance in this direction much more than the seeing. We have just made a beginning in this direction; much more we cannot do in our present conditions. A daily drill in free-hand gymnastics is conducted in the hall, the only place available. While we know that some good is accomplished, we recognize the need of doing a great deal more. Our pupils come to us with less vitality than seeing children have. In nearly all cases they lack physical development. Adding to this the occlusion of the main gateway to the mind, we cannot hope to successfully educate unless

we give special attention to the imperfections resulting from their affliction. We dare not permit their work in school to diminish their vitality, which is all needed in the activities of life; and yet, it is a fact that this very thing is done in many institutions of learning, and we must give more attention to this neglected work or we will make the same unpardonable blunder. Proper diet and ventilation, regular hours, and constant attention to cleanliness is not enough with our pupils. The good results of running, jumping, and wholesale boisterousness in the open air, of growing boys and girls must be secured, if at all, in drilling, marching, calisthenics, with rings, dumbbells, and wands; in the gymnasium, with bar and pendant rings. All habits peculiar to the blind must be constantly and perseveringly, yet kindly, discouraged and corrected. Train, *train*, TRAIN, must be our constant motto; time and unbounded patience is necessary. Instead of having an extra teacher for this work, we must take what would otherwise be our spare time and do it ourselves. Here, again, our total lack of room is defeating, in a great measure, our best endeavors.

NEW BUILDING.

The new building erected for the use of this institution is a plain but commodious structure. The interior arrangements are very complete and convenient, and will meet the needs of the school for many years. The new building gives fine departments for kitchen and dining halls, large rooms for chapel and dormitory purposes, and for music and recitation rooms.

LITERARY SOCIETIES.

Among the many useful and practical features of this school, we mention the literary societies organized and conducted by the pupils for debate, declamations, essays, and discussions. The students are constantly kept abreast with current literature and current news by evening readings on part of the teachers. This is a useful feature of the school.

INDUSTRIAL WORK.

Much advancement has been made in the industrial department, and this work is gradually being developed and extended. Additional facilities and apparatus should be added to the department.

ENROLLMENT.

The past year enrolled twenty-seven pupils, which is the largest number ever enrolled during the history of the school.



OREGON DEAF-MUTE SCHOOL, SALEM.

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OREGON SCHOOL FOR DEAF-MUTES.

SALEM, OREGON.

Established and maintained for the free education of the deaf children of the state. Pupils must be of proper school age, and sound in body and mind. Parents are required to furnish clothing and bedding, and to pay traveling expenses. The older pupils are required to assist in the light work of the institution. The discipline of the school is kind, but firm, and pupils who refuse to obey its rules will be returned to their homes. The school is governed by a board of three trustees—the governor, secretary of state, and superintendent of public instruction.

BOARD OF TRUSTEES.

WM. P. LORD.....Governor
H. R. KINCAID.....Secretary of State
G. M. IRWIN.....Superintendent of Public Instruction

Faculty.

REV. P. S. KNIGHT,
Superintendent.

ELEANOR S. KNIGHT,
Matron.

BENJAMIN IRVING,
Principal teacher.

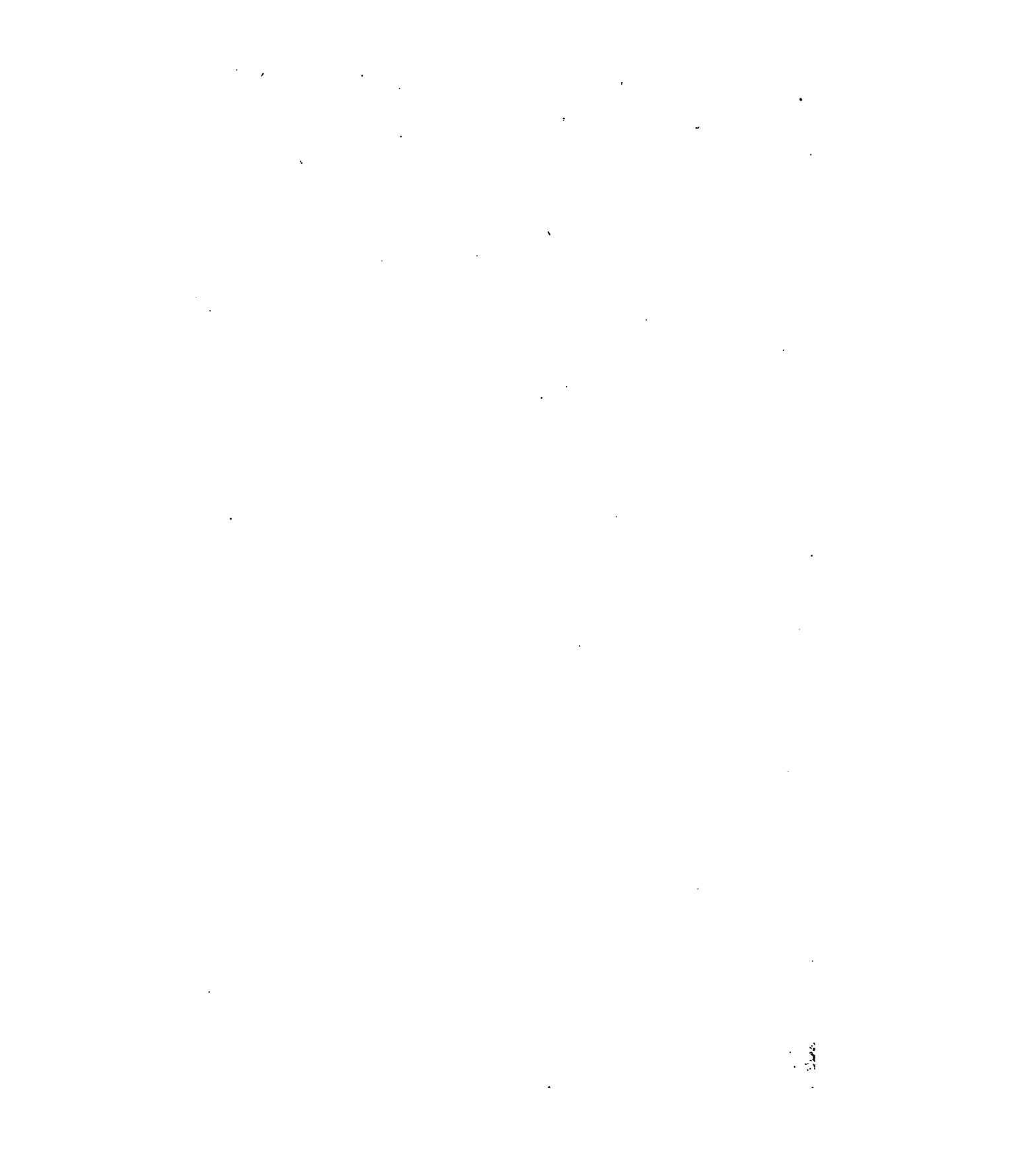
RALPH W. DROUGHT,
Assistant teacher.

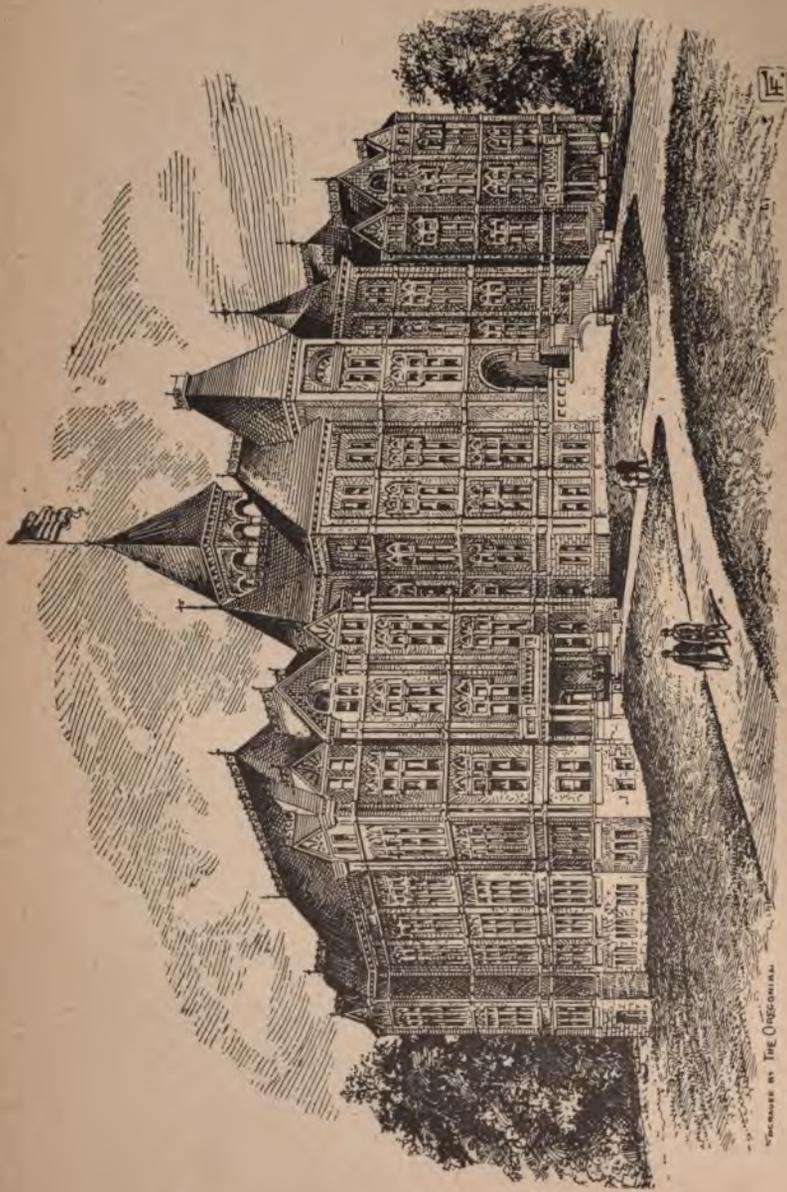
MISS CORDELIA WALLACE,
Assistant teacher.

OBJECTS OF THE SCHOOL.

The primary aim of the school is to furnish a good public school education to its pupils. Special instruction is given to industrial training, with the view that the boys and girls who graduate in this institution will become self-supporting in after life. If the state did not provide and care for its defective youth, many of them later on would become objects of charity, and largely dependent on charitable people for their support. Special attention is given to the study of language. The course of study comprises the branches usually taught in common schools. The industrial department (in addition to the work now done) will soon include carpentry, broom making, printing, gardening, etc., for the boys. The girls are now taught housework, laundry-work, sewing, etc. The new building erected in compliance with the law was completed during the biennial

term and much work was done toward improving and beautifying the grounds. For the past year the building has been occupied and the school made excellent progress. The building has furnished a most comfortable home for the pupils, and the teaching faculties are of an excellent quality. The principalship of the educational work is under the supervision of Prof. Benjamin Irving, and his associates are doing excellent work. Constant needs are presenting themselves and it is the purpose of the board of trustees to meet them as far as it is possible. The want of an oral teacher is becoming very apparent. Lip teaching is being introduced into most of the schools throughout the United States and it is quite apparent that this want should be met in the Oregon school. The board of trustees is now putting into the school an electric light plant and the same will be completed before the end of this year, in fact, will be done in a few days, when the institute will then be well lighted, which will add much to the security from danger by fire and give much more efficient light. The school is now under the superintendency of P. S. Knight, one who has been long in such work and is familiar with its needs.





STATE REFORM SCHOOL, SALEM,

LIBRARY

STATE REFORM SCHOOL.

SALEM, OREGON.

Faculty.

R. J. HENDRICKS,
Superintendent.

MRS. R. J. HENDRICKS,
Matron.

DR. J. A. RICHARDSON,
Physician.

J. D. ROBB,
Principal of schools.

T. J. BUFORD,
Farmer.

F. H. KINSEY,
Engineer.

GEORGE I. STAHL,
Family manager.

MRS. G. J. STAHL,
Officer in charge of dining-rooms and teacher of music.

MRS. F. M. MILES,
Housekeeper and nurse.

MISS EMILY STAIGER,
Officer in charge of tailor shop and mending-room.

MRS. T. J. BUFORD,
Officer in charge of laundry.

JOHN KING,
Officer in charge of farm forces.

F. M. MILES,
Officer in charge of farm forces and assistant family manager.

WILLIAM G. MARTIN,
Nightwatchman.

MISS N. EVA LEE,
Teacher.

MRS. HARRIETT WENGER,

Officer in charge of dairy and bakery.

A. N. STRIKER,

Carpenter.

MRS. A. A. MCKINNON,

Officer in charge of kitchen.

G. GROSSENBACHER,

Shoemaker.

This institution was formally opened on November fifth, eighteen hundred and ninety-one, and it is, therefore, only a little over five years old. It has had under its charge during these years over two hundred and fifty boys. All of them but one hundred and fifteen to one hundred and thirty are now upon parol, excepting two, who have died; a half-dozen or so who had time sentences under the first law and were permanently discharged, and two or three who escaped, and are still at large. These paroled boys are under the authority of the officers of the school, and amenable to its rules. They must look out for their conduct, require regular reports, and keep up persistent inquiry concerning these, their charges. Some idea of the good work being done may be obtained from the relation of the fact that most of these paroled boys are doing well, and that many of them are occupying positions of trust throughout the state, nearly all the counties being represented. The school is located on the Southern Pacific Railroad, about five miles south of Salem. It has a farm of six hundred acres. Its buildings are constructed substantially of brick and stone, and it is better equipped for the education and training of boys than are some of the institutions in the older states that have been running for a quarter of a century or more. The administration building is one of the very best and handsomest in the whole country. On the farm all the vegetables for the use of the institution are raised, and, so far, all the wood cut. The milk and butter are also supplied from the farm, and an abundance of fruit will, within a few years, be supplied from the fine young orchard and vineyard. The institution has its own electric light plant, splendidly equipped. It has a very well furnished steam laundry; a shoe shop, where all the boys' shoes are made; a tailor shop, from which their clothing and caps are furnished; magnificent hot-water heating plant; bakery and dairy; carpenter and blacksmith shops; a well ordered kitchen; airy dormitories; well lighted schoolrooms; a neat hospital, with drug stock — in fact, a very completely equipped home for its one hundred and fifteen to one hundred and thirty boys, with capacity, excepting in a few minor facilities, for two hundred to three hundred. The farm is supplied with two large and well arranged barns for its sixteen to eighteen horses, and twenty to twenty-five cows; carriage-house, henhouses, hoghouses, slaughter-house, smoke-house, etc. A very neat and commodious chapel is provided in the main building for religious services and literary exercises. Boys between ten and sixteen years of age are committed to this institution upon conviction in any of the courts of the state of crimes for which they would otherwise be sent to the penitentiary or to jail. Boys between the ages mentioned are also committed by circuit or county judges upon complaint, duly verified, of parents, guardians, or next of kin, to the effect that they are beyond their control, and, for the good of society and their own future welfare, it is requisite that they be placed under such guardianship. Boys are also sent who shall have been convicted before county and circuit judges of incorrigibility, turbulence, immorality, viciousness, or extreme depravity. It is made the duty of school directors and clerks in all localities where there are not regularly constituted police authorities to assist in the enforcement of this law. When once received boys are wards of the institution until

twenty-one years of age. But they may be released upon parol after a minimum service of twelve full months, and they are not subject to be returned except upon lapsing into former vicious habits. The boys are kept busy constantly, attending school four hours, and working four hours of each day, besides doing chores mornings and evenings, studying, participating in literary exercises, religious services, singing, etc. There are no idlers. The waking moments are all employed, and there is compulsory and usually willing quiet during the sleeping hours.



DEADY HALL, UNIVERSITY OF OREGON, EUGENE.

UNIVERSITY OF OREGON

.....
CHARTERED EDUCATIONAL INSTITUTIONS.

UNIVERSITIES, COLLEGES, ACADEMIES.
.....





GYMNASIUM, UNIVERSITY OF OREGON, EUGENE.

UNIV
OF
OR.

ALBANY COLLEGE.

ALBANY, OREGON.

Faculty.

WALLACE H. LEE, A.M., PRESIDENT,
Metaphysics, Mythology, and Biblical Literature.

CHARLES F. HOWLAND, A.B., VICE-PRESIDENT,
Commercial Law, Literature, and Greek.

REV. ALEXANDER SCOTT, A.M.,
Latin and Greek.

DAVID TORBET, A.M.,
Natural Science, Mathematics, and English.

CARLETON E. SOX, A.B.,
History and Economics.

REV. C. W. COURTRIGHT, PH.D.,
Chemistry.

MARY S. CUNDIFF, B.S.,
Elocution and History.

N. ADDA HART,
Primary Department.

TENNIE ETHEL DAVIS,
Shorthand and Typewriting.

MRS. L. C. YOUNG,
Art Department.

NORMAL STUDENTS,
Assistant Teachers.

Conseratory of Music.

Z. M. PARVIN, MUS.D., DIRECTOR,
Vocal Culture and Harmony.

MARGUERITE ALDERSON, MUS.B.,
Piano and Voice.

HELA GILBERT,
Piano and Organ.

MRS. JOSEPHINE SHARP,
Piano, Voice, and Harmony.

HISTORY.

Albany Collegiate Institute—the original corporate name—was founded by the Presbytery of Oregon in the fall of eighteen hundred and sixty-six. Seven acres of land, within the limits of the city of Albany, were donated by Thomas Monteith and wife, and steps were immediately taken for the erection of a building suitable for the work. In the fall of eighteen hundred and sixty-seven the institution was formally opened under the presidency of Rev. William J. Monteith. A building had been completed at a cost of eight thousand dollars. In the summer of eighteen hundred and ninety-two the corporate name was changed to Albany College. During the same summer, at a cost of about seventeen thousand dollars, the first building was enlarged and repaired. The money for this improvement was supplied by voluntary contributions from generous friends of the college.

NEW BUILDING.

The new building was planned by practical teachers, and combines the good features of the best school buildings. The building, as it now appears, is in the shape of a cross one hundred and two by one hundred and eighteen feet, and is heated by three hot-air furnaces communicating with all the rooms and halls. It contains on the second floor four large recitation rooms, twenty-five by forty feet, opening into the assembly hall, which is fifty by fifty-four feet. These rooms are provided with closets and coat-rooms, and a complete system of ventilation removes all foul air. Four rooms on the lower floor are now devoted to the commercial department. This gives ample facility for conducting the college bank and commercial exchange in separate apartments. There are besides, on the first floor, two commodious recitation rooms for primary and intermediate work, a room devoted entirely to the library, and a private office for the president. The whole building is lighted by electricity and an electric clock gives signals for change of classes.

THE COURSE OF STUDY.

The course of study extends through four collegiate years. It embraces philosophy, history, language, literature, and science. Each study is pursued comprehensively, and, at the same time, with sufficient minuteness to develop accuracy in mental operation, and prepare the student for the highest usefulness in life by his own independent thought and action. The development of the mental powers of the pupil is kept constantly in view. Throughout the entire course, students will have term work and drill in English composition, select speaking, elocution, and debate. In the junior and senior years, students will pronounce original orations.

ACADEMY OF THE SACRED HEART.

SALEM, OREGON,

Under the Direction of the Sisters of the Holy Names of Jesus and Mary.

The object of this institution is to educate young ladies in all the useful and ornamental branches generally taught in the most approved schools. The building is among the finest in the state for educational purposes. It is well ventilated, heated by hot-air furnaces, and lighted by gas; while the location is all that could be desired. The library is very select, and the cabinet contains a variety of valuable specimens, some from the most distant localities. The moral and intellectual improvement of the pupils is attended to with the greatest solicitude, and the most devoted attention paid to their domestic comfort. At all hours the young ladies are under the watchful care and government of their teachers. Pupils of every religious denomination are indiscriminately received, and all interference with their religious convictions carefully avoided. Good order, however, requires that all should conform to the general regulations of the institution. The scholastic year commences at the end of August and terminates about the middle of June. It is divided into four terms of ten weeks each. Payments are to be made quarterly in advance. Pupils are received at any time, and charged only from date of entrance. When parents or guardians desire to withdraw their children or wards, they are requested to give timely notice, settle all accounts, and forward money to defray traveling expenses. A short vacation is generally granted at Christmas. The course of instruction embraces the various branches which constitute the elementary and higher departments of education. Bulletins, showing the result of the written examinations, etc., of pupils, are transmitted to parents or guardians at the end of each term. Besides the usual class exercises in elocution, literary societies are organized to engender and foster in the youthful mind a taste for the truly good and beautiful in refined literature. Weekly instructions are given in the rules of etiquette and all that constitutes correct ladylike deportment. Gold medals and diplomas are conferred on those who satisfactorily complete the studies of the prescribed course. The musical department receives the most exact attention, and has long been appreciated by the music-loving friends of the institution. Thorough bass and harmony are taught according to the most approved methods, and lessons in the art of reading music are also given. Gratuitous lessons are given in plain and ornamental needlework, embroidery, knitting, crochet, beadwork, etc. French, Latin, and industrial drawing do not form extra charges. No deduction is made for partial absence or withdrawal of a pupil before the expiration of a term, unless in case of a protracted illness.

ACADEMY OF OUR LADY OF PERPETUAL HELP.

ALBANY, OREGON.

Conducted by the Benedictine Sisters.

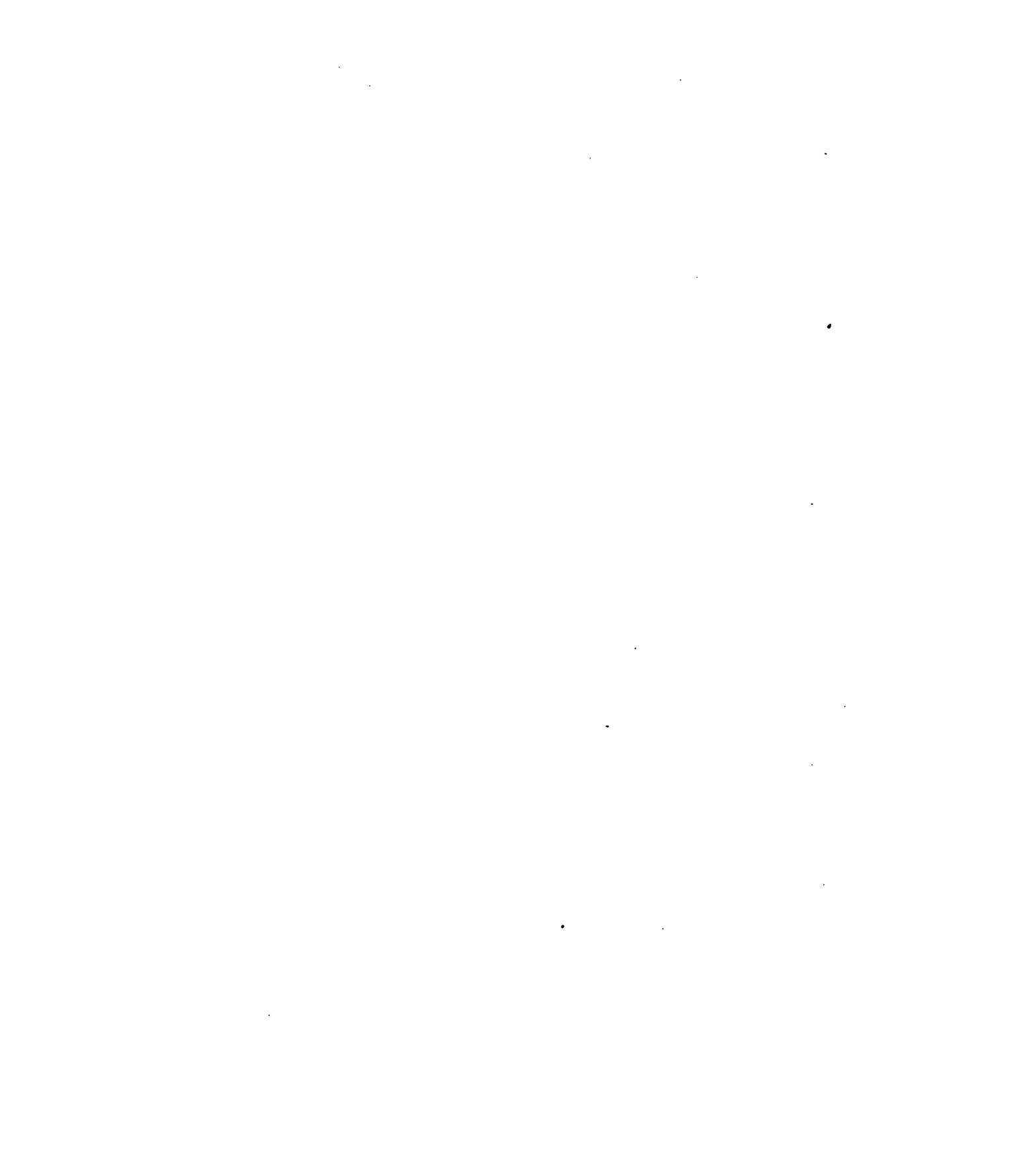
This institution is beautifully situated in the pleasant and accessible city of Albany. The location is remarkably healthy, the building new and well furnished with all that contributes to the comfort and instruction of the pupils. The playgrounds are extensive and well adapted to healthful exercises. The constant aim of the teachers is, while imparting instruction in all the useful and refined branches, to train the youthful heart to virtue and to instil a commendable emulation, thus educating for society members who will, we trust, prove an honor to our country. Pupils of all persuasions equally received, provided they comply with the regulations of the academy. Boys admitted at the age of ten or twelve. This academy is incorporated, and authorized by the state to confer academic honors. Normal instruction of aspirants for teachers' certificates a specialty.

COURSE OF STUDIES.

The Elementary School embraces spelling, reading, penmanship, arithmetic, object lesson, English grammar and composition, United States history, and geography.

The Classical Course embraces English grammar, logic, composition and rhetoric, elocution and literature, physical, political, and mathematical geography, ancient and modern history, pure and mixed mathematics, and natural science; geometry, Latin, French, and German, optional.

The Commercial Course includes bookkeeping, penmanship, commercial law, English grammar and composition, commercial arithmetic, business correspondence, typewriting, and shorthand.





BOYS' DORMITORY, UNIVERSITY OF OREGON, EUGENE.

UNIV.
OF
OREGON

BISHOP SCOTT ACADEMY.

PORTLAND, OREGON.

Faculty.

THE RT. REV. B. WISTAR MORRIS, D.D.,
(Bishop of Oregon), Rector.

THE REV. JOHN E. SIMPSON,
Chaplain.

J. W. HILL, (YALE),
Principal.

JOHN W. GAVIN, (YALE),
Headmaster; Greek and Latin, Classical.

EUGENE L. SCHAEFFER, M.A., (MORAVIAN COLLEGE),
Physical Sciences, Higher Mathematics, and Mechanical Drawing.

SAMUEL W. SCOTT, B.A., (YALE),
Latin and Mathematics.

HENRY N. BOLANDER, PH.D.,
Modern Languages.

E. NEELE JOHNSTON,
Assistant; English and Mathematics.

HOPKIN JENKINS,
Assistant; English and Mathematics.

MRS. J. W. HILL,
Preparatory Department.

MISS SARA D. HARKER,
Primary Department.

MISS I. L. CROSBY,
Shorthand and Typewriting.

MRS. L. E. MAC EWAN,
Music.

CAPT. WM. A. KIMBALL, (U. S. ARMY),
Detailed Professor of Military Science and Tactics.

HARRY C. BRIGGS,
Resident Commandant.

DR. GEO. F. WILSON,
School Physician.

LOCATION.

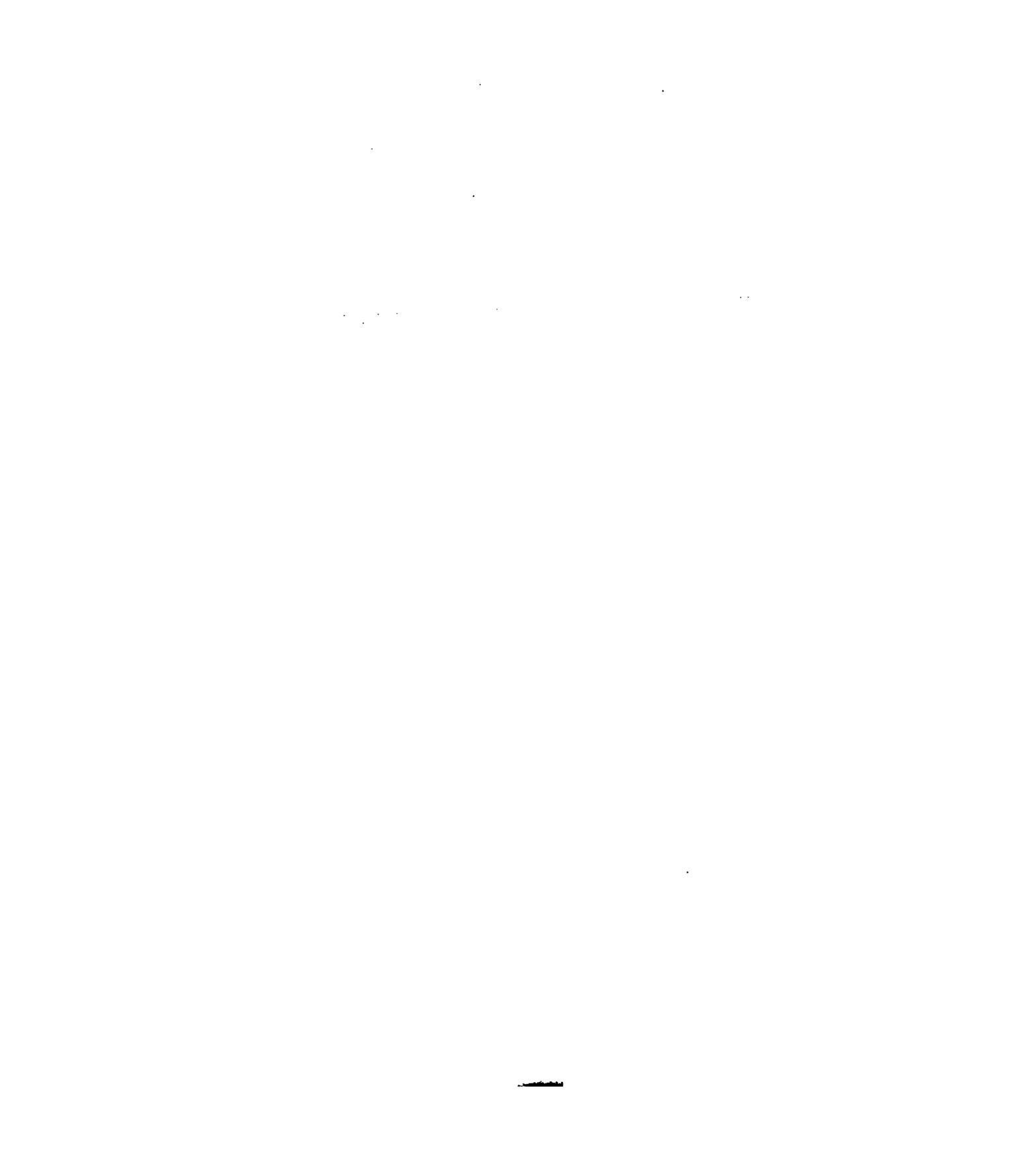
The academy is located in the resident portion of the city of Portland, and is situated on high ground, thus securing good drainage. The site and campus occupy thirty-eight city lots, or nearly five blocks, giving ample ground for outdoor exercise and for military drill. The school is sufficiently near the city to enjoy the benefits of water, gas, good walks, and pleasant society. It is sufficiently distant from the business portion of the city to be free from the attendant noise and possible temptations, and yet is easy of access from all parts by means of the several systems of city electric streetcar lines.

COURSES OF STUDY.

Boys are prepared for any college or scientific school or for business. Those preparing for college or scientific schools take the regular prescribed course of studies, and are successfully fitted for any college, university, or scientific school in the United States. Those who do not fit for college or a profession, are given a thorough English education that is thought best to fit them for an active business life. The course of study is flexible, and the selection of studies, to a certain extent, optional. The wishes of the scholar and parent, and the judgment of the teacher as to the need of a scholar, are consulted in the selection of the studies. No scholar is held back or turned back in any one study for deficiency in any other, thus avoiding an evil that sometimes exists in schools arranged on an annual arbitrary plan of connected studies.

SUMMARY OF ATTENDANCE.

Boarders	57
Day pupils	42
Total	<u>99</u>



UNIV.
OF
OREGON



ALLEN

GIRLS' DORMITORY, UNIVERSITY OF OREGON, EUGENE.

FRIENDS' POLYTECHNIC INSTITUTE.

SALEM, OREGON.

Faculty.

J. J. KRAPS, PRESIDENT,
Sciences and Higher Mathematics.

MRS. LOU KRAPS,
History and Literature.

MRS. BERTHA MORRISON,
Modern Languages.

NELSON MORRISON, ASSISTANT PRINCIPAL.

MISS ORA STROUD,
Primary Instructor.

Z. M. PARVIN,
Vocal and Instrumental Music.

OBJECTS AND PLANS.

The Friends' Polytechnic Institute of Oregon was opened to students September thirteenth, eighteen hundred and ninety-two. This institution is under the control of Salem Quarterly Meeting of Friends, but the institution is entirely undenominational, there being no attempt at the enforcement of any doctrine or creed. The students are placed as nearly as possible under good moral and Christian influences. The institution is open to students of both sexes, without regard to their denominational connections or religious beliefs.

BUILDINGS AND GROUNDS.

The institute is located in Highland Avenue Addition to the city of Salem. The grounds contain four and one half acres, beautifully situated and well drained. A beautiful four-story building, forty-eight by sixty feet, has been erected, which is thoroughly modern in all its appointments. It is supplied with the modern system of hot-air heating.

DEPARTMENTS.

The work will be divided into the following departments: Kindergarten, grammar school, academic, and polytechnic.

POLYTECHNIC DEPARTMENT.

There are three courses of study in the polytechnic department, namely, mechanical engineering, civil engineering, and electrical engineering.

SUMMARY OF ATTENDANCE.

Eighteen hundred and ninety-five and eighteen hundred and ninety-six.

Total enrollment----- 96

HOLMES' BUSINESS COLLEGE.

PORTLAND, OREGON.

Teachers.

MISS G. HOLMES,
Principal.

MR. G. S. HENDERSON,
Penman and Secretary.

PROF. E. H. MOSHER,
Principal of English Department.

PROF. MERWIN PUGH,
Principal of Commercial Department.

MISS JENNIE CONNOR,
Principal of Shorthand Department.

MR. A. B. BROWN,
Teacher of Telegraphy.

PROF. LOUIS BACH,
Teacher of French and German.

The object of this school is to prepare young men and women to earn their own living in as short a time as possible, either as teachers in the public schools or as bookkeepers, stenographers, or telegraph operators. The school in the past has been strictly a business college, but for the past two years there has been a great many applications for a short English course, and to meet this demand we have added English branches covering two or three years' study.

COURSES OF STUDY.

English Department.—Mental arithmetic, written arithmetic, rapid calculations, algebra, geometry, English grammar, higher English, rhetoric and composition, letter writing, English literature, United States history, English history, ancient history, physical geography, physiology, commercial law, civil government, spelling, penmanship, drawing, and also French and German.

Commercial Department.—Single-entry bookkeeping, double-entry bookkeeping, business forms, banking, commercial law, rapid calculations, mental arithmetic, written arithmetic, letter writing, penmanship, grammar, spelling. Business practice.

Shorthand Department.—Shorthand, typewriting, spelling, letter writing, letter copying, manifolding, penmanship, grammar, legal forms. Office work.

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION. 75

Telegraphic Department.—Telegraphy, typewriting, penmanship, spelling, railroad work, office work.

Penmanship Department.—Plain writing, card writing, lettering, designing, blackboard work, drawing.

SUMMARY OF ATTENDANCE.

Eighteen hundred and ninety-five and eighteen hundred and ninety-six.

Students in college 405

INDEPENDENT GERMAN SCHOOL.

PORTLAND, OREGON.

GUIDO OEHLER, PRINCIPAL.

OBJECT OF THE SCHOOLS.

The Independent German School, being an institution established by the German Aid Society, is independent in regard to religion, as the main object of the school is to offer children of German immigrants an opportunity to learn the English language. The elementary and higher studies are taught in English, but special attention is given to the study of German. We have also pupils of English-speaking parentage to learn the German language. As comparison and contrast are levers of instruction, they thereby attain a higher efficiency in English.

CAPITAL BUSINESS COLLEGE.

SALEM, OREGON.

W. I. STALEY, PRINCIPAL.

GENERAL INFORMATION.

Time to Enter.—This school is not divided into terms. Students may enter any department at any time with equal advantage. Now is the best time to enter.

Qualifications to Enter.—We receive students of all stages of advancement. When the general education will not justify taking up the work of the business or the shorthand course, sufficient time is spent in the English department to make the necessary qualifications.

Time Required.—The work being individual, the time for completing any course depends entirely upon the personal efforts of the student. Merit receives its just reward better and more justly in this way than is possible by any other method. We do not promise to graduate a student in a specified time, but we do guarantee to give as much in a given time as can be acquired in any other similar institution. The average time required to complete the business course is from six to nine months; the shorthand course from six to seven months.

Board.—We are able to secure good board and furnished room in private families for our students at a cost of two dollars and fifty cents a week. We keep a list of places where students may secure board or room, or both, and are always ready to assist any person in securing a suitable boarding place when requested.

Methods of Instruction.—Each student receives individual instruction from the teacher in charge, just when it is needed. No one is necessarily influenced in his progress by that of another. All do the best they can, and stand absolutely upon their own merits, as must be done when the active affairs of the business world are encountered. No one is dragged through the course by others without understanding what is done; neither can any be prevented from progressing in consequence of the inability or inattention of others. The progress of each student is limited only by devotion to study and capacity to learn. From this it will be seen that our system is a thorough and effective one, without any of those defects which pertain to the wholesale method of instruction.

BUSINESS PRACTICE DEPARTMENT.

Of eight months' work at this school about five months of the time would be spent in the business practice department, a system of business practice carried on by the students and offices of schools in different cities. It is built upon the natural laws of trade between cities and localities, and introduces modern methods and usages of business as it is conducted today, thus taking the student through the same business routine that he would

follow if engaged in actual commercial relations with other cities and localities. The system introduces wholesaling transactions and commission shipments between students and offices of different cities. Thirty-two standard varieties of merchandise and produce are provided, and these are bought and sold at the actual quotations in the markets, quotations being mailed from the central office each Saturday evening for use in the schools using the system, the week following. Four regular offices are kept in operation by students, namely, bank, wholesale, commission, and freight. At the freight office, shipments are actually made to, and received from, other cities, thus introducing the peculiar system of bookkeeping used in freight offices. The bank, in addition to the work done heretofore, makes out-of-town collections, sells exchange on other banks, to students in the practice, and performs the regular functions of an ordinary bank in a business community. A few points for special consideration, in which the "New System" excels: 1. Every commercial paper that is written passes through a large number of hands, thus giving students a wider experience in handling and recording such papers than could be had otherwise. 2. Each student in the practice, as well as those in the offices, has an extended variety of correspondence with out-of-town firms; and it affords the only true method of illustrating the functions of exchange and collections in banking. 3. It makes the student's loss or gain in business depend mainly on his own decisions in investing. The system only gives the initial transactions, leaving the student to carry out the resulting transactions, and observe all business obligations he may assume, thereby developing his executive power in conducting business for himself. 4. It organizes a true business community of real firms, located in different cities, and the student receives letters, orders, and business forms written by these firms, instead of writing them himself for assumed firms. The system gives a general business routine, such as is observed by business men, and the student is expected to follow its requirements and conduct his business accordingly. 5. It takes advantage of the spirit of emulation and competition that naturally exists between students of different cities, and thus calls forth each student's best effort in his penmanship, correspondence, computation of results, and recording of transactions. 6. The three students who took the "New System" when we introduced it on trial speak of it in the highest terms.

LAFAYETTE SEMINARY.

LAFAYETTE, OREGON,

Faculty.

REV. C. C. POLING, PH.B. PRESIDENT,

English Literature, History, and Philosophy.

REV. D. M. METZGER, M.S.,

Sciences and Languages.

N. W. SAGER, A.B.,

Mathematics and English Branches.

KATHRINE GLENN, B.M.,

Instrumental Music and Vocal Culture.

REV. M. J. BALLANTINE,

Ethics.

MRS. M. L. BARDON,

Fine Arts.

Lafayette Seminary, a collegiate institution under the auspices of the Educational Association of the Oregon Conference of the Evangelical Church, is located at Lafayette, Yamhill county, Oregon.

PURPOSE.

Lafayette Seminary was founded for the purpose of furnishing to young men and women a Christian education. The aim is to build up a strong intellectual and moral character. The school is therefore open only to persons of good, moral character, who are willing to obey all rules and regulations adopted for the government of the school. Persons who do not possess these qualifications constitute no desirable addition to our numbers, nor will they be retained when once they are known. It is, therefore, earnestly requested of parents and guardians that they refrain from burdening the institution with the care of children who are known to have vicious habits.

DISCIPLINE.

The discipline of the institution combines mildness and firmness. Prompt obedience to the rules will be required in all cases. It is expected that all students in their intercourse with one another, and with the faculty, will conform to the courtesies and proprieties of good society. The utmost care will be observed in promoting the moral welfare of the students connected with the seminary.

COURSES OF STUDY.

The special attention of students is invited to the courses of study which the seminary provides. The classical course furnishes a fair knowledge of the Greek and Latin classics, and covers all the studies required to pass an entrance examination to the sophomore year of colleges. The philosophical course lays special emphasis upon studies of a philosophical character, and presents many inviting features to those who desire a thorough knowledge of mental and moral science. The scientific course includes those studies needed by pupils who desire to enter the more advanced schools of science. The natural sciences and mathematics are prominent studies in this course. The literary course provides a line of studies reaching over three years. The student contemplating this course will be well prepared for practical life. The course in business and commerce requires a year's instruction in those branches which are specially necessary in order to attain a proper equipment for business. An intelligent comprehension of the laws and forms of business is a valuable attainment. The elective course is composed of studies selected from the regular course, and may be taken by any one qualified to enter the classes already formed. The normal course provides instruction in a line of studies specially adapted to prepare students for the work of teaching. Lectures on "Methods of Instruction," "School Discipline," and related subjects, will be given at stated times.

SUMMARY OF ATTENDANCE.

Eighteen hundred and ninety-five and eighteen hundred and ninety-six.

Students enrolled	40
Special students	10
Total	<u>50</u>

McMINNVILLE COLLEGE.

McMINNVILLE, OREGON.

Faculty.

REV. H. L. BOARDMAN, PRESIDENT.

English Literature, Latin, Philosophy.

EMANUEL NORTHUP,

Mathematics, Greek, Psychology.

MRS. T. G. BROWNSON,

French, German, English.

W. F. FARGO,

Science, Rhetoric, History.

MRS. F. E. WOLFENDEN,

Elocution, Music, Calisthenics.

EMANUEL NORTHUP.

Librarian.

LOCATION.

McMinnville College is located just outside the city limits of McMinnville, Oregon. McMinnville is easily accessible from every part of the north Pacific coast, being situated on the Southern Pacific Railroad, West Side Division, fifty miles south of Portland. From all points south there is direct connection, by the way of Albany and Corvallis, or by stage from Salem to McCoy and thence by the Southern Pacific to McMinnville; or, from all points east and north, there is direct connection by way of Portland.

DISCIPLINE.

Self-government is the ideal at McMinnville College. Students are expected to conform to the usages of good society, and to conduct themselves as they would in a refined, well ordered home. Only those who are willing to do so are desired as pupils. No set of rules to cover all cases can be laid down. A high moral sense is necessary to guide a student in a society like this. If a student does not have this and it cannot be developed in him, his parents will be notified, after a due trial, to remove him from the school, this is not a reform school; young men are expected to give evidence of manhood, and young women of womanhood.

COURSES OF STUDY.

The aim of the college is to give such discipline of the mental powers as is essential to the highest success in business life, and at the same time to give a fair mastery of the branches that are taught. Today hundreds who expect

to enter business life, as well as those who are looking toward the professions, are anxious to secure the broadest culture and the most thorough mental training. A brief description of the course of study is here presented.

The Classical Course gives a prominent place to those branches that for centuries have been considered the leading disciplinary studies—Greek, Latin, and mathematics. A thorough study of mathematics is universally recognized as of the highest value. The Latin and Greek languages are unsurpassed storehouses of intellectual strength. These masterpieces in history, poetry, and oratory have been studied with delight by the great scholars of all civilizations. This course also furnishes a fair opportunity for the study of French, German, literature, history, the sciences, psychology, and philosophy.

The Scientific Course offers special advantages in the sciences and the modern languages. Chemistry, botany, physics, zoölogy, geology, and astronomy are taken as a full study during the last three years of the course. Physical geography is taught in connection with these studies. The textbook is used, but many experiments are given and much work done outside of the textbook. It is believed that this course as now offered is deserving of the highest patronage.

The Normal Course differs from the scientific, in that professional studies hold a prominent place in the senior year. The aim of this course is to give both mental discipline and professional knowledge, together with such a mastery of the branches here studied as will fit the teacher for the highest positions in the public-school work. The second and third-rate positions in public-school work are overcrowded, but there is a strong and increasing demand for thoroughly equipped teachers. The course here offered is not a short and easy course. It will require four years of hard work to complete it. Teachers who expect to secure and hold prominent and well paid positions in the public school cannot afford to take a shorter course than this. Those completing this course will be eligible to the state certificate as provided for at the last legislature.

MINERAL SPRINGS COLLEGE.

SODAVILLE, OREGON.

Faculty.

J. R. GEDDES, A.B., PRESIDENT,
Languages, and Principal of Normal Department.

HERSCHEL L. MACK, B.L.,
Mathematics and English.

DR. D. M. JONES, M.D.,
Anatomy, Physiology, Hygiene, and Medicine.

JOHN X. YANIAX, M.S.,
Mental, Moral, and Physical Sciences.

J. T. TOWLIE, M.A.,
Principal of Business College; Common Law, Banking, Penmanship.

I. G. McCULLEY, B.A.,
Bookkeeping, Arithmetic, Orthography.

MRS. IDA S. GEDDES,
Principal of Preparatory Department; History, Reading, Geography, and Grammar.

PEARL HOBSON,
Typewriting and Shorthand.

DORA ALTERMATT,
Vocal and Instrumental Music.

R. U. FISHER,
Telegraphy.

NORMAL STUDENTS,
Assistants in English Branches.

HISTORY.

Mineral Springs Seminary was founded in eighteen hundred and ninety-two, and later changed to Mineral Springs College. The trustees in June, eighteen hundred and ninety-five, established literary, scientific, classical, normal, business, theological, and musical courses. A medical department will be added in the near future.

LOCATION.

This college is situated at the foot of the Cascade mountains, in a most healthful location. Public sentiment is positively opposed to all things not

of good moral report. It is under the auspices of the Cumberland Presbyterian Church Synod of Oregon and Washington. It is nonsectarian in instruction, but the trustees are determined that no teacher shall be employed who is not conscientiously concerned about the moral and physical well being of pupils. The trustees have built a ladies' hall, which was ready for occupancy in October, eighteen hundred and ninety-six. The board and lodging in the town of Sodaville is very cheap. Rent is from two dollars to four dollars per month for a cottage. Students can board themselves at from one dollar to one dollar and fifty cents per week.

SUMMARY OF ATTENDANCE.

Eighteen hundred and ninety-five.

Number enrolled. 122

MT. ANGEL SEMINARY AND COLLEGE.

MT. ANGEL, OREGON.

Faculty.

MOST REV. W. H. GROSS, D.D., C.S.S.R.,
(Archbishop of Oregon), Honorary President,

VERY REV. BENEDICT GOTTWALD, O.S.B.,
Prior of Benedictine Monastery.

REV. ADELHELM ODERMATT, O.S.B.,
President.

REV. PLACIDUS FUERST, O.S.B.,
Director; Professor of Physics, Physiology, Arithmetic, Music.

REV. WILLIAM KRAMER, O.S.B.,
Procurator.

REV. MAURUS SNYDER, O.S.B.,
Professor of Introduction to Holy Scripture, Church History, Instruction on Violin,
Telegraphy.

REV. DR. URBAN FISHER, O.S.B.,
Professor of Philosophy, Chemistry, Biology, Trigonometry, Latin, Greek, Spanish, Hebrew,
Shorthand, Natural History, Typewriting, Penmanship.

REV. DOMINIC WADENSWYLER, O.S.B.,
Professor of Moral Theology.

REV. FROWIN EPPER, O.S.B.,
Director of Seminary; Professor of Christian Doctrine, Botany, English, Latin, Grammar.

REV. BERCHTOLD DURRER, O.S.B.,
Professor of Algebra, Geometry, Latin, Greek, Ancient History, German.

REV. THOMAS A. MEIENHOFER, O.S.B.,
Professor of Evidences of Religion, English, Latin, Logic, Elocution.

REV. J. J. RIORDAN,
Professor of Dogmatic Theology, Rhetoric, Literature, Poetry, Catechism.

FR. BEDE ROBINSON, O.S.B.,
Professor of English Literature, Rhetoric, Modern History.

FR. GREGORY ROBL, O.S.B.,
Professor of Algebra, German.

FR. LOUIS BONALY, O.S.B.,
Professor of French.

FR. CHARLES, O.S.B.,
Professor of Greek.

FR. LEO PERSE, O.S.B.,
Professor of United States History, and Geography.

BRO. GA. EUGSTER, O.S.B.,
Instructor of the Minim Department, and Singing.

BRO. THIS DUNN, O.S.B.,
Perfect; Bookkeeping, Penmanship, Christian Doctrine, Algebra, Geometry, Typewriting.

MR. FRANCIS MURRIN,
Stage Manager and Instructor.

MR. WILLIAM MARKHAM,
Assistant Perfect; Geography, United States History, and Church History.

GENERAL INFORMATION.

This institution, conducted by the Benedictine Fathers, was opened the first Tuesday in September, eighteen hundred and eighty-seven. It was incorporated under the laws of the state of Oregon, empowering it to confer academic honors.

MORAL TRAINING.

The discipline, habits of regularity, formation of character, manliness, and generous emulation which are among the results of an education in a good college, prove of inestimable advantage to the collegian in after life.

AIDS TO PHYSICAL TRAINING.

The playgrounds are very large and well shaded, and with the improvements that have been made within the past year in the way of cleaning and leveling the place, and in putting up all kinds of swings, turning apparatus, ninepins, bathing pond, playhalls, etc., present a very attractive appearance, and are really a delightful place to spend the hours of recreation.

THE COURSE OF STUDY.

The plan of instruction embraces two regular and distinct courses, the classical and the commercial. There is besides a preparatory department for younger students, in which they are carefully taught spelling, reading, writing, and English grammar, geography, history, and arithmetic, so as to prepare them for a classical or commercial course of the college.

The Classical Course is designed to impart a thorough knowledge of the English, Latin, and the Greek languages, of composition and rhetoric, of philosophy, of pure and mixed mathematics, and of physical and natural sciences. It is completed in six years. In the course of time there will be added to the classical course a scientific course, which comprises all the studies to be pursued by those who aspire to the degree of bachelor of laws.

The Commercial Course is designed to impart a thorough commercial or business education. It embraces English grammar, composition, commercial law, bookkeeping, arithmetic, algebra, geometry, geography, history, elocution, and penmanship. It is completed in three years. Ample opportunity is also given to all students to obtain a thorough instruction in the so-called free branches; for instance, in French, German, natural philosophy, and chemistry, telegraphy, drawing, music, etc. Class instruction in vocal music is given free of charge to all pupils of the school.

PACIFIC COLLEGE.

NEWBERG, OREGON.

Faculty.

THOMAS NEWLIN, A.M.,
President and Professor of Philosophy and Economics.

J. J. JESSUP, B.S.,
Mathematics.

REBBIE W. HINCHMAN, B.S.,
History and German.

CHARLES E. LEWIS, A.B.,
Latin and Greek.

EDWIN MORRISON, M.S.,
Natural Sciences.

JULIA S. WHITE, B.S.,
Mathematics.

J. H. DOUGLAS, JR., B.S.,
History and German.

LULA G. SARGEANT, M.B.,
Music and Elocution.

ANNA M. BROWN,
Instructor in English Grammar.

FRANK J. DEACH,
Instructor in Arithmetic.

MELINDA CRAVEN,
Matron.

CLARA VAUGHN,
Librarian.

EVANGELINE MARTINE,
Financial Agent.

LOCATION.

Pacific College is located at Newberg, Yamhill county, Oregon, twenty-six miles south of Portland, on the Oregonian branch of the Southern Pacific Railroad, and also on the Willamette river. Good connections may be

made with Portland each day, either by train or steamboat. Newberg is an incorporated town of one thousand two hundred inhabitants, beautifully situated among the mountains of western Oregon, in the great fruit producing Chehalem valley. It is a temperance town, and has a moral and enterprising class of people. Parents desiring to place their children in a school where the community is interested in keeping out undesirable influences and in encouraging religion and education, will find no better place than Newberg. The college is the special object of interest to the citizens, and no pains are spared to make both the college and the town homelike and agreeable to students. The homes of the best citizens are open to them, and the exercises in the churches and sabbath schools are specially adapted to their needs.

DEPARTMENTS OF INSTRUCTION.

The preparatory department is designed to meet the wants of those who are not sufficiently advanced to enter the college classes. Experience has taught us that the lack of sufficient mental discipline is a great barrier to successful advancement in the college courses, and for this reason we have extended the work of the preparatory course. Those who may not have the time or opportunity to pursue a more extended course of study will find the three-years' course here laid down well adapted to give good mental culture, and to fit them for teaching in the common schools. Composition, reading, orthography, and penmanship, are regularly taught throughout the preparatory course. Careful attention is given to all these subjects. In the selection and arrangement of the studies of the different courses, the aim has been to give the various branches their proper importance in relation to others, so that the courses may be symmetrical and full. At the same time differences in taste and purpose on the part of the student are recognized, and an effort made to adapt the work to the various demands, without sacrificing thoroughness and efficiency to mere preference or caprice. In the classical course, while those studies are retained which by the test of time have proved so productive of mental discipline, the practical studies which the needs of modern times demand, receive a fair share of attention. The scientific course is designed to meet the wants of those who do not desire to devote their time to the ancient classics, but yet wish to enjoy the advantages of a liberal education. The aim in both courses is to secure breadth, thoroughness, and accuracy of scholarship. Students who wish to pursue the Latin course, but not the Greek, will be allowed to substitute Latin for some of the scientific studies, and graduate in the scientific course.

DISCIPLINE.

Every student is expected to be diligent in study, and to deport himself in an orderly, courteous, and moral manner, both in the college and in the community. When a student enters the college it is assumed he agrees to have due regard to all regulations of the institution. The faculty constitute a board of control in regard to matters of discipline, and they are authorized to suspend or dismiss a student whenever, in their judgment, such action would be for the best interest of the college.

SUMMARY OF ATTENDANCE.

Eighteen hundred and ninety-five and eighteen hundred and ninety-six.	
College course, students	43
Preparatory students	42
Music	34
Elocution	14
	<hr/>
Counted twice	123
	10
Total	<hr/> 113

PHILOMATH COLLEGE.

PHILOMATH, OREGON.

Faculty.

REV. B. E. EMERICK, A.M., PRESIDENT,

Professor of Ancient Languages and Psychology.

HENRY SHEAK, M.S.,

Natural Sciences; Principal of Commercial Department and Stenographic Institute.

WALTER A. LAW, B.S.D.,

Mathematics.

MRS. M. J. BRADFORD,

English; Principal of Ladies' Department.

MRS. HELENA SCHWEIZER,

German.

MISS ETHEL BRADFORD.

Piano and Organ.

P. W. DAVIS, P.S.D.,

Vocal Instructor.

MISS ELVA AKIN, B.S.,

Telegraphy.

W. A. LAW,

Librarian.

GENERAL INFORMATION.

Philomath College is an institution for both sexes, under the control of the Oregon Conference of the United Brethren Church. It inculcates the truths of Christianity, but teaches no sectarianism. It is located in Philomath, Oregon, on the Oregon Pacific Railroad, seven miles west of Corvallis, and forty miles east of Yaquina bay. For grandeur of scenery, healthfulness, and desirableness generally, this location is not excelled. The town of Philomath is situated on the western boundary of the far-famed Willamette valley, at the foot of the Coast range. Mary's Peak, the highest mountain on the range, rising grandly as a background only a few miles away; Mary's river within half a mile on the south; the Cascades, seeming but a few miles to the east, with the Three Sisters, Mt. Jefferson, and Mt. Hood plainly visible, clad in snowy grandeur, all present a scene sublime, and inspiring to the student and lover of nature. The mountain air and the ocean breeze are cool and invigorating, and render the atmosphere en-

tirely free from the elements of malarial diseases, so common in the lowlands of the valley. But few cases of sickness have ever occurred in the history of the institution. As the name Philomath (lover of learning) indicates, the college was the founder of the town. It endowed itself largely by the sale of lots, gave the name to the town, and attracted to itself a population seeking learning, culture, and moral elevation. Saloons were prohibited by a provision in the deeds of the lands, and the town and community have always been noted for temperance and sobriety. Those wishing to find a place where a thorough education can be obtained, away from the temptations incident to the society of larger towns and cities, and under moral and religious influences, will find their ideal, to a good degree, exemplified in Philomath College.

BUILDINGS AND GROUNDS.

The college building is a substantial brick structure, situated in a beautiful campus containing about ten acres, well ornamented by maple and fir trees. It is centrally located, and connected by walks with all parts of the town. In the northwest corner of the campus is a neat residence for the president of the college, and in the western part is a well arranged, commodious boarding hall, with capacity for the accommodation of between thirty and forty students. One half mile west, on Mary's river, connected with the town by sidewalk, is a beautiful park belonging to the college, well fitted up for for pleasure grounds, which is a resort for students, and a place for holding picnics, commencements, and other outdoor meetings.

COURSE OF STUDY.

The course of study includes the following departments: English preparatory, academic preparatory, normal, scientific, and classical.

BUSINESS INSTITUTE.

A commercial course in the business institute embraces bookkeeping in double and single entry and its collateral branches, including stock and partnership sets, wholesale and retail merchandising, commission, compound company business, administrator's books, importing, banking in all its departments, with the use of college currency and detecting counterfeits, commercial arithmetic, short methods, rapid calculations, business paper, commercial law, penmanship, lettering, composition, correspondence, the use of the typewriter, phonography, and political economy or the science of wealth.

THE EUGENE DIVINITY SCHOOL.

EUGENE, OREGON.

E. C. SANDERSON, A.M., B.D., DEAN.

1. The Eugene Divinity School is entirely independent of the university.
 2. Second session began on September fifteenth, eighteen hundred and ninety-six. The terms begin and end with those of the university.
 3. Divinity students may avail themselves of all the advantages given by the University of Oregon. They are admitted without examination on the recommendation of the dean. No studies given in the university are offered in the divinity school.
 4. Tuition in the divinity school is free, except a contingent fee of five dollars per term. If only one or two studies are taken, this fee will be less.
 5. Two thirds of the board of regents of the divinity school must be members of the Christian Church, but the school is open to young men and women without regard to denominational peculiarity. All students looking toward the ministry are invited to avail themselves of the combined advantages of the divinity school and the state university.
 6. The Bible is the principal textbook. The course of study includes: (*a*) A systematic study of Bible doctrine; (*b*) a general survey of all the books of the Bible; (*c*) scripture exegesis; (*d*) sacred history, in connection with the general history of the world; (*e*) church history, with especial reference to the history of Christian doctrine; (*f*) preparation and delivery of sermons; (*g*) Hebrew and New Testament Greek.
 7. The four years' divinity course includes elocution and several philosophical and classical studies in the university. Where sufficient preparation has been made the English Bible course may be completed in two years. Those who desire to take a few studies, but not a full course, will be received and given proper credit for the work done. Thorough preparation is especially urged upon all students who would equip themselves for the ministry of the gospel.
- For further information address the dean, or W. R. Hollenbeck, secretary, Eugene, Oregon.

PORTLAND ACADEMY.

PORTLAND, OREGON.

Faculty.

J. R. WILSON, D.D., PRINCIPAL,
Greek.

S. R. JOHNSTON, PH.D., VICE-PRINCIPAL,
Mathematics.

KATHARINE L. TREVETT,
Drawing and French.

CAROLINE STRONG,
English Literature and History.

JAMES A. LYMAN, PH.D.,
Chemistry and Physics.

J. C. HAZZARD, A.M.,
Latin and History.

J. F. EWING, A.B.,
Latin and English.

HELEN BARTLETT, PH.D.,
French and German.

E. E. COURSEN,
Music.

JOHN A. ROCKWOOD, A.B.,
Tutor.

ADDA C. JEWELL,
Principal of Preparatory Department.

MARGARET SMITH,
Primary.

MAUDE E. C. DEWEY,
Intermediate.

CAROLINE L. STEEL,
Intermediate.

ORGANIZATION.

The Portland Academy was established July, eighteen hundred and eighty-nine, and opened for instruction September twenty-third of the

same year. The school was incorporated June sixteenth, eighteen hundred and ninety-two, for the purpose, as set forth in its constitution, of teaching "the principles of a scientific, classical, and literary education under Christian influence." The general government of the academy is vested in a board of trustees—five in number; the immediate direction of the school is in the hands of the faculty, who are empowered by the trustees to determine the subjects, method, and order of study, and to make rules, not conflicting with the judgment of the trustees, as may be deemed necessary for the best regulation of the academy and the carrying out of its purpose.

DEPARTMENTS.

The school is organized in two departments—the academy proper and a preparatory school. The preparatory school receives boys and girls at an early age and fits them for the academy; the academy receives boys and girls who have completed the preparatory course, or others who have completed a course of like grade.

INSTRUCTION IN THE ACADEMY.

The primary purpose of the academy is to fit for college; in accordance with this aim college requirements have been made the basis of the course of instruction offered. These courses have been so organized as to furnish at the same time generous culture and thorough training for those who intend to pass immediately from the academy to special preparation for business or the professions.

LIBRARY AND APPARATUS.

The school has a valuable library and collection of apparatus. The library has been selected with special reference to the requirements in English, but includes standard works of reference in the other departments. It is distinctively a working library, to be used as such, under the direction of the instructor in charge. The collection of apparatus has been selected with a like care, and from the best instruments, and constitutes a complete equipment for the branches taught.

PHYSICAL CULTURE.

Classes in physical culture will be organized at the beginning of the next school year. The gymnasium will be open during the daytime to members of the school for voluntary exercise, and at stated times each class is required to be present and engage in exercise under the direction of the instructor of this department. The required exercises consist almost entirely of the light gymnastics, the movements of which are guided and timed by music, while the heavy and more difficult gymnastic work is entirely at the option of the pupil. Unless excused for physical disability, the attendance of every pupil is required at the gymnasium for the performance of the exercises in the light gymnastics.

SUMMARY OF ATTENDANCE.

Eighteen hundred and ninty-five and eighteen hundred and ninety-six.
Average number enrolled 205

PORTLAND BUSINESS COLLEGE.

PORTLAND, OREGON.

A. P. ARMSTRONG,
Principal and Business Manager.

LOCATION OF THE COLLEGE.

In its present location no one need have any trouble in finding the college, whether familiar with the streets of Portland or not. The school-rooms are on the upper floor of the Goodenough Building, directly across the street from the postoffice. Every resident of the city knows where the postoffice is, hence, all that is necessary to do to find the school without difficulty is to ask to be directed to the Portland Business College, stating that it is located on the corner of Fifth and Yamhill streets, opposite the postoffice. On reaching the building, step into the elevator and ask to be taken up to the office of the business college.

TIME OF COMMENCING.

In this school the year is not divided into terms, and there is no particular season that is better than another in which to begin. Students may enter at such times as are most convenient to themselves, whether in the first, middle or last of a week or month in spring, summer, autumn, or winter. School continues in session throughout the year.

EXAMINATIONS.

There are no examinations in any branch on entering. These take place previous to promotion from one department to the next higher, and at time of graduation. All examinations are conducted in writing.

QUALIFICATION FOR ENTERING.

We admit students of all degrees of advancement. Those who cannot enter upon a business or a shorthand course, because of a lack of the necessary preparatory education, are assigned to the English department, where they may remain until sufficiently advanced to begin with a regular course.

CLASSES AND INDIVIDUAL INSTRUCTIONS.

There are, at all times, several classes in the different studies of the English department which recite daily. Besides these, there are general class exercises and lessons in penmanship, correspondence, bookkeeping, dictation, etc., in addition to which each student receives individual instruction in all studies pursued at such times as he may need it. No one is hurried through the school without understanding the work, nor is any one prevented from advancing as rapidly as his ability will permit.

Each does the best he can, with necessary attention and instruction from teachers, and each stands as entirely on his own merits here as he must in the world at large.

DISCIPLINE.

Discipline is of the greatest importance in the management of a school. No matter how thorough the course of study, or how efficient the teachers, without good discipline the work of the school is without avail. Good discipline forms habits of care, industry, perseverance, and promptness, so essential to success in after life. Poor discipline swells the ranks of the unreliable class who are of no account in any capacity. We strive to have all students feel that in us they have faithful teachers and true friends, who will aid them in every possible way, and we do not intend that any student shall come to us with good habits and principles and leave us with those habits and principles tarnished. We require all students to be punctual and regular in attendance, and faithful in application of study. No business education is of any value without correct business habits. Those only will succeed who are honest, studious, persevering, and industrious, and these duties we endeavor to inculcate.

PORTLAND UNIVERSITY.

PORTLAND, OREGON.

Faculty.

THOMAS VAN SCOY, A.M., D.D.,
Acting President and Dean; Ancient Languages.

NEHEMIAH DOANE, D.D.,
Systematic Theology; Dean of School of Theology.

MRS. LUELLA CUMMING WETZELL,
Dean of Conservatory of Music; Vocal Music and Voice Culture.

MRS. ALICE AUBREY WEISTER.
Principal of Art School; Drawing and Painting.

HARVEY K. HINES, D.D.,
Historical Theology.

JAMES J. RIPPETO, A.M.,
Natural Science.

BURTON J. HOADLEY, A.M.,
History and Literature.

ARTHUR E. BREECE, A.B.,
Mathematics.

ARTHUR J. COLLIER, S.B., A.M.,
Civics and Economics.

MRS. JESSIE VAN SCOY, PH.D.,
Modern Languages.

MRS. SUSIE MORELAND GILL,
Piano.

HERR ANTON ZILM,
Vocal and Orchestral Instruments.

ELMER E. WASHBURN, PH.D.,
Grammar Department.

MISS WINNIE SKELTON,
Assistant in Vocal Music.

MISS DORA DEVEREAUX,
Shorthand and Typewriting.

ARTHUR W. BROWN,
Grammar Department.

MISS LUELLE KNAPP,
Grammar Department.

PERRY F. CHANDLER,
Grammar Department.

J. J. RIPPETOE,
Business Manager.

LOCATION.

The site of Portland University is a high plateau between the Columbia and Willamette rivers. The campus has more than half a mile frontage on the Willamette and overlooks Portland. The beautiful island in the river, the high range of hills on the western side, and to the east the lofty peaks of five snow mountains, ships and steamers from local points on the river and from elsewhere throughout the entire world passing every few minutes within a stone's throw of the university buildings, give a charm and beauty to this place almost unrivaled. The motor line passes through University Park, and furnishes rapid transit to any part of the city at five cents fare. University Park is entirely free from malaria, and has been proved to be most healthful by those of more than thirty years' residence. The sale of intoxicating liquor has been prohibited within a mile of the grounds, and this suburb of Portland is rapidly becoming the home of the best moral element of society who seek a place to educate their children free from haunts of vice.

AIM.

The aim of this institution of learning is to provide instruction in all the branches of an education for both sexes according to the needs of our times. For the present, students of grammar grades and upward will be received. In this way, after a year or two, a large number of students will be prepared for the more advanced work of a university. Later on attention will be more especially devoted to instruction in the higher departments.

COLLEGE OF LIBERAL ARTS.

This department provides instruction in three different courses of study: The classical course of four years is similar to that of other institutions of equally high grade; those completing the classical course will receive the degree of bachelor of arts. The Latin and scientific course, embracing four years of study, is prepared for those who desire more advanced work in mathematics and modern languages, and do not wish to study the Greek language; those who complete this course will receive the degree of bachelor of philosophy. The literature and art course, also of four years, is for those who wish to study music or art and substitute the work done in either of these branches for some of the more advanced studies of languages and mathematics; those who complete this course will receive the degree of bachelor of literature.

MT. ANGEL ACADEMY AND PAROCHIAL SCHOOL.

MT. ANGEL, OREGON.

Under the Direction of Benedictine Sisters of Mt. Angel.

The academy is situated in the healthiest and most picturesque part of Oregon, one mile west of Mt. Angel College. The building is of stone and brick, spacious, well lighted and ventilated, enjoying all modern improvements. Extensive playgrounds, groves, and orchards adjoining the building, afford ample advantage for healthful exercises. Mt. Angel is easily accessible by the Oregonian Railway, East Side Division, *via*. Woodburn. The east branch of the Oregonian Railway passes by the convent grounds, and has a station in the village of Mt. Angel, only one quarter of a mile from the academy. This institution, conducted by the Benedictine Sisters, was opened the last Tuesday in August, eighteen hundred and eighty-eight. It is incorporated under the laws of the state of Oregon, empowering it to confer academic honors.

COURSE OF STUDIES.

There are three distinct courses of studies established in the institution, namely; the normal, the classical, and the commercial. An elementary school provides for pupils who are not sufficiently advanced to enter one of the other courses.

ELEMENTARY SCHOOL.

It embraces spelling, reading, penmanship, arithmetic, object lessons, English grammar and composition. United States history, and geography.

SUMMARY OF ATTENDANCE.

Total number of pupils enrolled.....	122
Boys.....	69
Girls.....	53
Boarders (girls).....	17

SANTIAM ACADEMY.

LEBANON, OREGON.

Faculty.

S. A. RANDLE, A.M., PRESIDENT.

Academic Department.

MARIE WAIT,

English Literature and History.

REV. JAMES H. BEATTIE,

Elocution and Reading.

MARIE WAIT,

Instructor in Music.

NELLIE O. RANDLE,

Principal of Elementary Department.

STUDENTS,

Assist Teachers.

LOCATION.

The location of this academy is at Lebanon, in Linn County, of which Albany is the county seat. Lebanon is a thriving town of one thousand five hundred inhabitants, and is the terminus of the Lebanon branch of the Southern Pacific Railroad.

HISTORICAL.

The Santiam Academy is incorporated under the constitution and laws of the state of Oregon, and is held and governed by a board of trustees, fifteen in number, with the provision of enlarging said board as the interests of the academy may require.

COURSE OF STUDY.

The courses include the following: Elementary course, academic course, college preparatory Latin and scientific course, business course, teachers' course, music course.

ST. HELEN'S HALL.

PORTLAND, OREGON.

Faculty.

THE RIGHT REV. B. WISTAR MORRIS, D.D.,
Rector.

MISS ELEANOR TEBBETTS, A.M., PH.D.,
Principal.

THE REV. J. W. WEATHERDON,
Chaplain.

MISS ALICE M. ATKINSON, PH.D.,
Greek and Latin.

MISS KATHRINE VALE.
History and Science.

MISS MARTHA M. REBENDORF,
French and German.

MISS IRENE EASTMAN, B.S.,
English and Elocution.

MISS CAROLINE AUGUSTA JENKINS, B.A.,
Charge of Schoolroom.

MISS RACHEL TAYLOR,
Art.

MRS. LAURA E. MacEWAN.
Vocal Music in Class.

MISS NORA D. CANNON,
Head of Primary.

MISS EMMA HABERSHAM,
Kindergarten.

MRS. T. W. ALLEN,
Matron and Resident Nurse.

DR. HOLT C. WILSON,
Visiting Physician.

OBJECTS OF THE SCHOOL.

It is the aim of the rector and principals, who have conducted this institution from the beginning, to sustain its character, and to provide the best instructors and methods of instruction.

LOCATION.

The school now occupies a spacious and elegant building of brick and stone. The plumbing is scientific, and the ventilation after the best method. The house is heated throughout by hot-water circulation. It occupies a most beautiful site near the City Park, the view from it being exceedingly fine. North and east are seen the city of Portland, and the fair river on which it stands; and in the background the Cascade range and the snow mountains—Rainier, St. Helens, Adams, and Hood; lying south are the beautiful Portland Heights, covered with perpetual green; and stretching west are charming private parks, behind which lies the City Park. This plateau is very accessible from all parts of the city, as it lies midway between Jefferson and Washington streets, which are here only a few blocks apart, and which are supplied, respectively, with cable cars and electric cars.

GENERAL INFORMATION.

The instruction in this school is of the most thorough character, the constant aim being to give a sound and practical education, and to surround the pupils with the influence of a refined Christian home and intercourse. Special efforts are made to cultivate in the pupils a taste for reading the English classics, and for speaking and writing their mother tongue in its purity. The departments of art and music have always been kept at a high standard of excellence. In the former, pupils are instructed in drawing from the antique and life, in perspective, freehand, and mechanical drawing; and in painting, in oils and water colors. The studio is large, well lighted, and amply provided with casts and models. No effort is spared in the selection of instructors, who are amply qualified for their work. Everything in the power of the teachers and principal is done to make a cheerful and happy home for the pupils committed to their charge, and a careful oversight is kept of their conduct and manners.

St. Helen's Hall opens, this year, a kindergarten, for the reason that the principles underlying the kindergarten system are the groundwork of modern primary education. The supervision of this department will be intrusted to a skilled kindergartener, Miss Nora D. Cannon, who, as head of the primary department of St. Helen's Hall, will arrange and harmonize the work of two departments. Miss Cannon will be assisted by Miss Emma Habersham and Miss Martha M. Rebendorf.

ST. MICHAEL'S COLLEGE.

PORTLAND, OREGON.

BROTHER LUCIUS, PRINCIPAL.

HISTORY.

St. Michael's College was founded in eighteen hundred and seventy-one as a day school for boys by the Very Rev. J. F. Fierens. Since eighteen hundred and eighty-six it has been under the management of the Christian Brothers. Number of teachers, seven.

COURSE OF STUDY.

The curriculum of studies embraces all the collegiate branches. In connection with the college are primary and preparatory departments.

SUMMARY OF ATTENDANCE.

Pupils enrolled last year..... 212

ST. MARY'S ACADEMY AND COLLEGE.

PORTLAND, OREGON.

HISTORY.

The Sisters of the Holy Names of Jesus and Mary from Montreal, Canada, at the solicitation of Most Rev. F. N. Blanchet, first archbishop of Oregon, on October twenty-first, eighteen hundred and fifty-nine, laid the foundation of St. Mary's Academy, an institution which during the space of thirty-four years has most faithfully responded to the views of its worthy deceased founder by the active share it has contributed to the noble work of the Christian education of young ladies.

LOCATION.

The location of St. Mary's is admirably chosen. Situated on a gently rising eminence, it commands a view of extensive and varied scenery, among which the lofty peaks of Mt. Hood and Mt. St. Helens stand out in all their grandeur.

THE ACADEMY BUILDING.

Old St. Mary's, occupied by the Sisters for thirty years, receiving addition from time to time, stood at the period of its foundation on the outskirts of the city; new St. Mary's now seems in its heart so marvelous has been Portland's growth. The present large and handsome structure of brick with stone trimmings combines solidity with elegance of architecture.

CHARTER AND DEGREES.

St. Mary's Academy, Portland, Oregon, incorporated in eighteen hundred and sixty-six, had its original charter amended in eighteen hundred and eighty, but, in order to profit by the advantages accorded by the legislature of the state of Oregon in eighteen hundred and ninety-one to institutions of collegiate or university grade, the charter was extended July, eighteen hundred and ninety-three, thus raising St. Mary's Academy to the rank of college, and empowering it to confer literary and scientific degrees; consequently, those who complete the required course in the institution are entitled to the state examination privilege by which if successful they receive a state diploma, permitting them to teach for six years without further examination. The degree of bachelor of arts is conferred on students who complete the classical course of the collegiate department. The degree of bachelor of science is conferred on students who complete the scientific course of the collegiate department. Those who desire to pursue a literary course, on completing it satisfactorily, receive the degree of bachelor of literature.

ST. MARY'S ACADEMY.

BAKER CITY, OREGON.

Under the Direction of the Sisters of the Holy Names of Jesus and Mary.

LOCATION.

This institution is pleasantly situated on the line of the Oregon Railway and Navigation Company; hence it is easy of access for all who desire to secure an invigorating climate, a comfortable home, and a progressive seat of learning for their daughters or wards.

OBJECT.

The primary object of the institution is to instil into the minds of young girls a laudable emulation, to form their hearts to virtue, to fit them to be the true and noble women of the future and ornaments of the society in which they will move.

COURSE OF STUDY.

The course of study is pursued in English, but French and German languages can be studied in any part of the course. They are taught free of charge. The academy is incorporated and authorized by the state to confer academic honors.

ST. JOSEPH'S ACADEMY.

PENDLETON, OREGON.

Conducted by the Sisters of St. Francis.

GENERAL INFORMATION.

St. Joseph's Academy, built on the brow of a fertile hill, commands to the west, the beautiful panorama of the growing city of Pendleton, and to the east, the varying and grand sceneries of the Blue mountains. The natural advantages of a mild climate, and of a pure, bracing, mountain air, joined with the tender attentions of the sisters to the bodily wants of their pupils, recommend St. Joseph's Academy to all parents anxious for the health of their daughters. The institution proposes to afford its pupils a thorough English education, improved, in the academic department, with a correct idea of general physics, commercial correspondence, etc. The course of studies is divided into three distinct departments,—the primary, preparatory, and the academic. A satisfactory examination is required before admission to the latter, and diplomas are issued to all pupils proficient in either department. The pupils' capacity and improvement are tested by written or oral examinations every week, and at the end of each scholastic term. One particular feature of the academy is the influence exerted to form the pupils to habits of simplicity, labor, and economy; thus to render them as useful as ornamental in society. All pupils of convenient age will, in particular, be expected to take cognizance of the culinary art, and gratuitous lessons will be given in plain and ornamental needlework, embroidery, knitting, crochet, chenille, and plushwork. The scholastic year, divided into four quarters of ten weeks each, commences on the first Monday of September, and continues, without Christmas vacation, until the middle of June. Pupils are, however, admitted at all times, their quarter beginning at the date of their entrance.

ST. PAUL'S ACADEMY FOR YOUNG LADIES.

ST. PAUL, OREGON.

Under the Direction of the Sisters of the Holy Names of Jesus and Mary.

GENERAL INFORMATION.

This institution is pleasantly situated in the most healthy part of the "Delightful Valley of the Willamette," on an elevated plane, which is remarkable for the salubrity of its air, and commands extensive and beautiful scenery. Its object is to impart to young ladies a thoroughly Christian education, useful and cultured; in a word, to teach them all that is taught in the most approved schools. The moral and intellectual improvement of the pupils is attended to with the greatest solicitude, and the most devoted attention is paid to their domestic comfort. Although the pupils are at all hours under the watchful care and government of their teachers, the discipline of the school is mild and parental. Special attention is paid to simplicity of dress and manners, and these are made to harmonize with the most ladylike deportment. No distinction is made in the reception of pupils on account of their religious opinions, and all interference with the convictions of non-Catholics is carefully avoided. Good order, however, requires that all should conform to the general external regulations of the academy. Incentives to study are numerous and appropriate. The proficiency and progress of the pupils are regularly tested by written and oral examinations, and their success rewarded accordingly. The academy is incorporated and authorized by the state to confer academic honors, which consists of a diploma and gold medal, on pupils who have gone through the entire course. The scholastic year composed of four terms, ten weeks each, commences on the first Monday in September, and ends during the third week of June.

ST. MARY'S ACADEMY FOR YOUNG LADIES.

JACKSONVILLE, OREGON.

Under the Direction of the Sisters of the Holy Names of Jesus and Mary.

This institution is pleasantly situated in the town of Jacksonville, now easily accessible by the Rogue River Valley Railway, and affords excellent opportunities to parents desiring to secure for their children the attainments of a solid and refined education, combined with the safeguards and comforts of home life. The primary object of the institution is to form the hearts and minds of young girls to the practice of virtue, and thus lay the foundation of a true and noble womanhood, ornamented by the charms of Christian charity and piety. The pupils are, at all hours, under the watchful care and vigilance of their teachers; the system of discipline is mild and parental, yet firm and uniform, while every laudable incentive is employed to forward the pupils in knowledge and virtue. Special attention is paid to simplicity of dress and manners, and these are made to harmonize with the most ladylike deportment. No distinction is made in the reception of pupils on account of their religious opinions, and all interference with the convictions of non-Catholics is carefully avoided. Good order, however, requires that all should conform to the general external regulations of the academy.

ST. MARY'S ACADEMY FOR YOUNG LADIES.

THE DALLES, OREGON.

Under the Direction of the Sisters of the Holy Names of Jesus and Mary.

GENERAL INFORMATION.

This institution is pleasantly situated on the line of the Oregon Railway and Navigation Company; hence, it is easy of access for all who desire to secure an invigorating climate, a comfortable home, and a progressive seat of learning for their daughters or wards. During the year eighteen hundred and eighty-four an elegant brick building was completed in an approved style, for the purpose of bestowing every attention on the moral and intellectual culture of the pupils, as well as their physical comfort. The location of the academy is one of the most healthy to be found in Oregon, this portion of the state being proverbial for its pure water, bracing air, and picturesque scenery. The primary object of the institution is to instill into the minds of young girls a laudable emulation, to form their hearts to virtue, to fit them to be the true and noble women of the future, and ornaments to the society in which they will move. Although the pupils are, at all hours, under the watchful care and government of their teachers, the system of discipline is mild and parental, but firm and uniform, while every encouragement and every laudable incentive is employed to forward the pupils in knowledge and virtue. Special attention is paid to simplicity of dress and manners, and these are made to harmonize with the most lady-like deportment. No distinction is made in the reception of pupils on account of their religious opinions, and all interference with the convictions of non-Catholics is carefully avoided. Good order, however, requires that all should conform to the general external regulations of the academy. The scholastic year, composed of four terms, ten weeks each, commences the first Monday in September and ends in June. Pupils are received at any time, and are charged only from date of entrance. Payments are to be made quarterly in advance. The classes in the academy are divided into five grades—the primary, junior, preparatory, senior, and graduating. Those who are desirous of acquiring a thorough business education have all the facilities for so doing. Bookkeeping, stenography, typewriting, and telegraphy are taught at the regular rates. The course of study is pursued in English, but the French and German languages can be studied in any part of the course. They are taught free of charge. The academy is incorporated and authorized by the state to confer academic honors. These, which consist of a diploma and a gold medal, are conferred on pupils who have thoroughly and satisfactorily gone through the entire course prescribed by the institution.

TUALATIN ACADEMY AND PACIFIC UNIVERSITY.

FOREST GROVE, OREGON.

Faculty.

REV. THOMAS McCLELLAND, D.D., PRESIDENT,
Professor of Mental and Moral Philosophy.

JOSEPH WALKER MARSH, PH.D.,
Professor of Greek and Latin, and Librarian.

WILLIAM NELSON FERRIN, M.A.,
Professor of Mathematics.

THEODORE WHITTELSEY, PH.D.,
Chemistry and Physics.

FRANCIS ERNEST LLOYD, M.A.,
Biology.

JAMES ROOD ROBERTSON, M.A.,
History, Economics, and Civics and Registrar.

MARGARET BEST,
Principal of the Woman's Department, and English Instructor.

REV. HENRY LIBERTY BATES, M.A.,
Principal of Academy.

HOMER CHARLES ATWELL,
Greek and Latin.

MRS. F. R. COOK,
Director of the Conservatory of Music, and Instructor of Piano, Organ, and Theory.

MRS. WALTER REED,
Vocal Music.

J. M. GARRISON, M.A.,
Penmanship.

LOCATION.

The college is located at Forest Grove, Oregon, a beautiful and growing town of upwards of one thousand two hundred inhabitants. It is situated on the Southern Pacific Railroad, west side, twenty-six miles from Portland, and is easily reached by two trains daily from either direction. The college has been the chief factor in building up the town. No drinking saloons are permitted. Its beautiful location and well deserved reputation for general good order, make Forest Grove a home for students remarkably free from the temptations and dangers often surrounding school life.

HISTORY.

Tualatin Academy was founded in eighteen hundred and forty-eight, and Pacific University in eighteen hundred and fifty-three, in order to make it possible for the young people of the Pacific northwest to obtain a thorough education under Christian influences.

COURSE OF STUDY.

The courses of study as here outlined were adopted by vote of the faculty in May, eighteen hundred and ninety-one. The elective system, which has proved so successful in other colleges, has been introduced, and in this and other respects, it will be seen that the courses are in accord with the approved ideas of higher education.

1. Candidates for the degree of bachelor of arts, after pursuing a required course in Greek, Latin, mathematics, history, English, and the introductory study of the sciences through the freshman and sophomore years, are allowed to elect a certain number of their studies. Certain studies are still required of all alike through the course, and each student is required to so choose from the electives as to bring his total work up to a prescribed number of exercises per week. The subjects are offered, in most cases, in such a way as to furnish continuous courses of study in each department.

2. Candidates for the degree of bachelor of science will have the same courses, required and elective, as candidates for the degree of bachelor of arts, except that the place of Greek will be taken by analytical geometry, calculus, and advanced work in chemistry and biology.

3. The course leading to the degree of bachelor of literature is a short course designed for women who do not wish to pursue the study of Greek, higher mathematics, or advanced science. The other required work and the elective courses are the same as for the degree of bachelor of arts.

WILLAMETTE UNIVERSITY.

SALEM, OREGON.

Faculty.

College of Liberal Arts.

W. C. HAWLEY,

Political History, and Political Science and Economy.

FREDERIC STANLEY DUNN, A.M.,

Greek and Latin.

MARIAN T. COCHRAN, A.M.,

English and Literature.

JAMES THOMAS MATTHEWS, A.M.,

Philosophy and Mathematics.

LEONARD GURLEY COCHRAN, A.M.,

Natural Science.

SARA NOURSE BROWN-SAVAGE,

Oratory and Dramatic Expression.

MINNIE FRICKEY, A.M.,

German and French.

MARY EMMA REYNOLDS, B.S.,

Principal of Preparatory Department.

HETTA FIELD, C. J. ATWOOD, AND HELEN MATHEWS,

Tutors for Preparatory Department.

PERCY L. BROWN AND H. W. SWAFFORD,

Assistants in Laboratory.

College of Medicine.

J. REYNOLDS, M.D.,

Dean and Professor of Pathology.

W. H. BYRD, M.D.,

Professor of Surgery and Clinical Surgery; Hospital Surgeon.

WM. KUYKENDALL, M.D.,

Diseases of Women.

- C. H. HALL, M.D.,
Theory and Practice of Medicine.
- D. A. PAINE, M.D.,
Professor of Mental Diseases.
- W. H. WILLIAMSON, M.D.,
Nervous Diseases.
- J. A. RICHARDSON, M.D.,
Pediatrics.
- W. B. MORSE, M.D.,
Anatomy.
- B. A. CATHEY, M.D.,
Physiology.
- J. N. SMITH, M.D.,
Materia Medica; Surgeon for Salem Hospital.
- A. B. GILLIS, M.D.,
Ophthalmology, Rhinology, Otolaryngology, and Laryngology.
- O. D. BUTLER, M.D.,
Obstetrics.
- J. B. T. TUTHILL, A.M.,
Chemistry.
- J. L. HILL, M.D.,
Genito-Urinary Diseases; Syphilology, and Diseases of the Rectum.
- L. L. ROWLAND, M.D., F.R.S.,
Emeritus Professor of Physiology; Lecture on Special Subjects.
- F. A. MOORE,
(Chief Justice of the Supreme Court), Medical Jurisprudence.
- EVERETT M. HURD, M.D., D.M.D.,
Dental Pathology.
- College of Law.*
- SAMUEL T. RICHARDSON, LL.B., A.M., DEAN,
Constitutional Law and Real Property.
- HON. BENJAMIN F. BONHAM,
Equity Jurisprudence.
- HON. TILMON FORD, B.S.,
Law of Evidence and Practice.
- HON. JOHN J. SHAW,
Common Law Pleadings.
- HON. GEORGE H. BURNETT, A.B.,
Law of Torts.
- GEORGE G. BINGHAM, LL.D.,
Criminal Law.

HON. WILLIAM H. HOLMES,
Law of Contracts.

HON. PETER H. D'ARCY, A.B.,
Law of Negotiable Instruments.

JOHN A. CARSON, B.C.L.,
American Common Law.

WILLIAM M. KAISER,
Code Pleadings and Practice.

H. J. BIGGER,
Common Law.

University Gymnasium.

FRANK E. BROWN,
Physical Director.

College of Theology.

REV. I. D. DRIVER, D.D.,
Professor, and Lecturer on Christian Evidences and Higher Criticism.

The college is under the direction of the following committee: Rev. John Parsons, D.D.; Rev. J. H. Denison, A.B., D.D.; Rev. S. A. Starr, A.M., D.D.

College of Music.

R. A. HERITAGE, B.S., DIRECTOR,
Voice, Theory, and Chorus Conductor.

EMIL L. WINKLER (of Leipsic),
Piano, Violin, and Art of Teaching.

MISS LILLIAN ROBLIN,
Assistant in Voice.

MISS GLADYS BYRNE,
Assistant in Piano.

College of Art.

MISS MARIE CRAIG, B.S.,

College of Oratory and Dramatic Expression.

MRS. SARA NOURSE BROWN-SAVAGE, M.O.

LOCATION.

Salem, the capital of Oregon, is most beautifully situated on the east bank of the Willamette river, fifty-two miles south of Portland. Rich farm lands lie on all sides for many miles. The scenery is delightfully varied by hills on the south, and across the river on the west. The streets are wide,

and have a considerable decline westward toward the river. Several living streams of water flow through them into the Willamette, and in their course turn the powerful wheels of the great mills. Salem contains a population of fifteen thousand. The Willamette University, founded at a time when Salem was scarcely a townsite, has had the opportunity to grow with the city and make its impress upon the community. For morals and high state of Christian society, Salem is far in advance of most towns of its size. The official position of so many of its residents, in county and state, impart an increased culture to society. Many of the state educational institutions are located here, with their officers and teachers, which circumstance adds another advantage to the location of a university. The buildings are immediately in town, and places of business are of easy access. The campus on which the buildings are situated, contains about twenty acres. The people of Salem have ever given nonresident students a cordial welcome to their homes, their churches and society, so that, although among strangers at first, they are soon made to feel that they are among friends desiring and striving for their best interests. All circumstances combine to make Salem the best university town on the coast. It is not so large as to absorb the interests of a university in its business affairs, and it is not so small as to be unable to accommodate all its interests.

BUILDINGS.

The university building occupies the center of the campus; is built of brick, and has four stories above the basement. The recitation rooms are on the first and second floors. The library, laboratory, and society halls are on the third floor, and museum on fourth floor. The college of music building occupies the southwest corner of the campus, and is four stories high. The building is entirely devoted to the use of the college of music. The new gymnasium is east of the main building, and is sixty feet by eighty feet, well equipped with apparatus and furnishings, and situated in a beautiful grove immediately adjoining the athletic fields. There are several cottages on the campus, which are held for the use of the students. The medical college, a substantial brick building, is an excellently constructed building, commodious, and specially adapted to all the needs of such an institution. The Salem hospital furnishes the students in medicine with opportunities for general clinics.

LIBRARY.

The university has a good working library, catalogued for use, and open to all students. Special reference is had to it in all class work where collateral reading can be done, or investigation appointed. The library is specially rich in history, theology, and government reports, many of which are nearly complete files, and affords resources of information which are invaluable. The general lists of works include those of all fields of investigation and thought. Donors of books will be esteemed as interested friends.

SUMMARY OF ATTENDANCE.

College of liberal arts.....	192
College of oratory.....	22
College of music.....	483
College of art.....	14
College of medicine.....	14
College of law.....	10
Graduates.....	2
Total (excluding all duplicates).....	737

COLLEGE OF PHILOMATH.

PHILOMATH, OREGON.

Faculty.

REV. E. C. WYATT,
President.

T. H. GRAGG, M.S.,
Principal: Mathematics and Commercial Department.

MRS. SARAH L. KERSEL, A.M.,
Language, Philosophy, and Literature.

MR. GRANT CORBY,
Penmanship.

Instructor in Vocal and Instrumental Music.

LOCATION.

School is located at Philomath, Oregon, on the Oregon Pacific Railroad, seven miles west of Corvallis, and forty miles east of Yaquina bay. The scenery and healthfulness of the location is unsurpassed. The course of study includes the following: Scientific, normal, classical, and commercial. Boarding and lodging in private families, two dollars and fifty cents per week, with everything furnished. Those desiring to board themselves can obtain desirable rooms at one dollar and fifty cents per month.

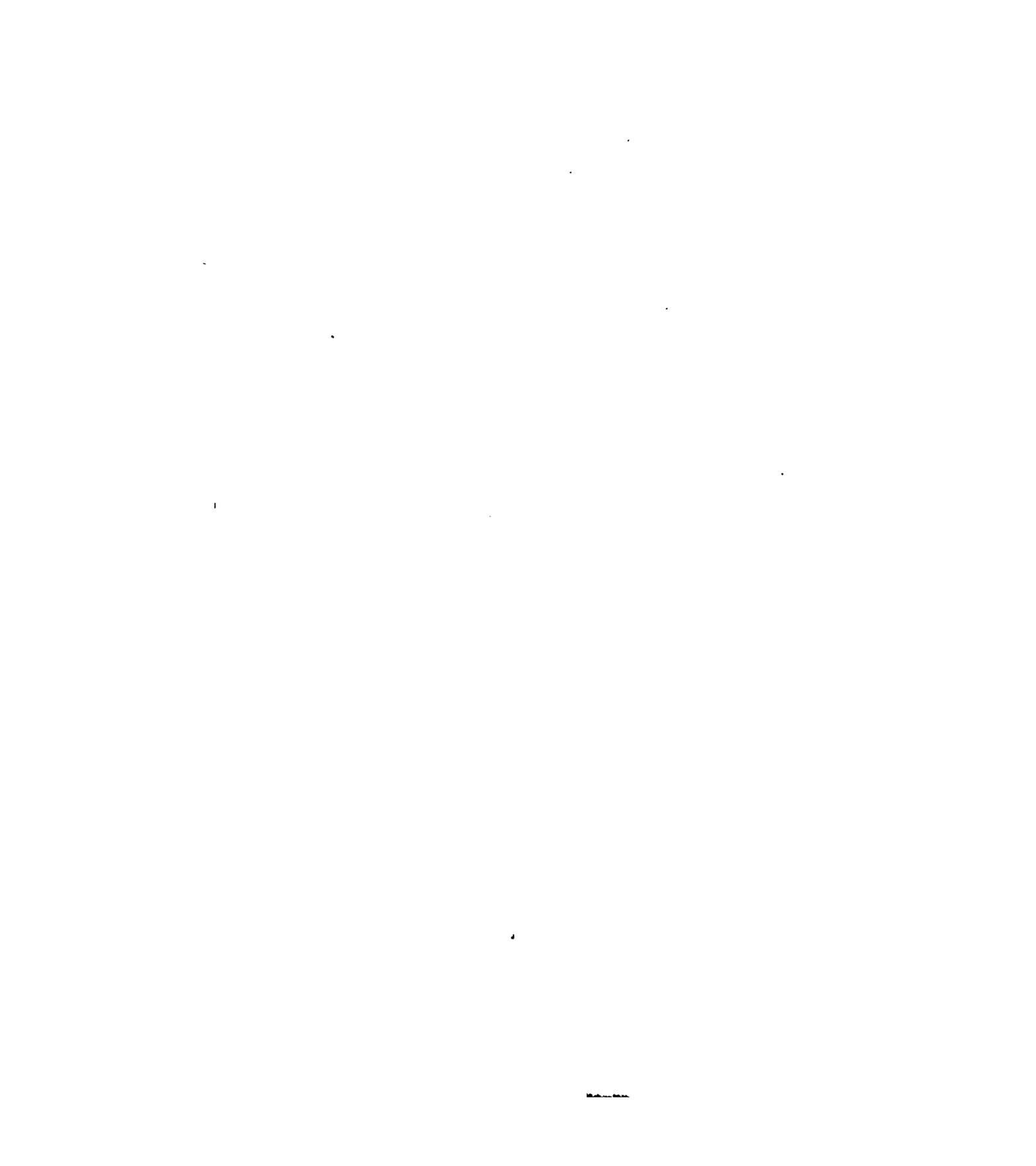
EXPENSES.

Collegiate department, eight dollars; normal course, per term, eight dollars; commercial course, per term, eight dollars; preparatory department, per term, five dollars; penmanship, per term, two dollars.

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STATE BOARD OF EDUCATION.

MEETINGS, SCHOOL DECISIONS, RULES, REGULATIONS, ETC.



STATE BOARD OF EDUCATION.

WILLIAM P. LORD Governor
 H. R. KINCAID Secretary of State
 G. M. IRWIN State Superintendent of Public Instruction

LIST OF COUNTY SUPERINTENDENTS NOW IN COMMISSION.

County superintendent.	Postoffice.	County.	Average salary paid teachers per month.	
			Male.	Female.
W. R. Privett	Baker City	Baker	\$ 54 89	\$ 41 00
George W. Denman	Corvallis	Benton	37 75	28 36
H. G. Starkweather	Oregon City	Clackamas	42 75	32 40
F. S. Lyman	Astoria	Clatsop	49 30	41 68
J. G. Watts	Scappoose	Columbia	35 06	33 01
J. H. Barklow	Bandon	Coos	42 38	35 06
W. M. Johnson	Prineville	Crook	42 76	38 80
Wm. S. Guerin	Langlois	Curry	45 00	40 00
Douglas Waite	Roseburg	Douglas	36 80	31 00
R. D. Williams	Canyon City	Grant	46 36	39 99
E. W. Daggett	Arlington	Gilliam	41 00	32 59
W. C. Byrd	Burns	Harney	58 28	47 40
Gus Newberry	Phenix	Jackson	40 00	30 25
J. D. Hayes	Grants Pass	Josephine	56 43	31 45
P. L. Fountain	Dairy	Klamath	51 78	42 39
W. J. Moore	Lakeview	Lake	63 31	45 32
C. S. Hunt	Eugene	Lane	37 71	30 78
S. G. Irvin	Yaquina	Lincoln	29 58	26 24
Richmond Wheeler	Albany	Linn	42 34	31 59
Frank Stanton	Vale	Malheur	58 50	48 18
G. W. Jones	Salem	Marion	40 00	32 00
J. W. Shipley	Heppner	Morrow	40 65	36 46
A. P. Armstrong	Portland	Multnomah	86 24	65 90
J. N. Hart	Dallas	Polk	43 75	35 81
W. J. Peddicord	Moro	Sherman	41 50	38 00
G. A. Walker	Tillamook	Tillamook	35 06	32 15
J. F. Nowlin	Pendleton	Umatilla	44 73	38 57
J. E. Reynolds	Union	Union	45 00	36 00
S. P. Crow	Enterprise	Wallowa	37 20	32 44
C. L. Gilbert	The Dalles	Wasco	45 38	35 40
Austin Craig	Forest Grove	Washington	32 05	28 30
G. A. Prentiss	McMinnville	Yamhill	42 00	32 00

STATE BOARD OF EXAMINERS.

C. H. CHAPMAN Eugene
 J. B. HORNER Corvallis
 P. L. CAMPBELL Monmouth
 GEORGE PEBBLES Salem
 J. H. STANLEY Hillsboro
 J. BURNHAM Portland
 J. D. ROBB Woodstock
 M. G. ROYAL Weston
 LILLIAN COLLISON-IRWIN Salem

MEETINGS.

The regular semiannual meetings of the state board of education have been held in compliance with the requirements of section 17 of the Oregon School Laws. In addition to these stated meetings, numerous special meetings have been held for the purpose of considering and determining school questions of general importance.

SCHOOL DECISIONS.

From time to time many questions of a complex nature have been referred to the department of public instruction for determination. These questions have come up from boards of directors, superintendents, teachers, and others, and in settlement have required considerable time in the matter of investigation and research. In many of these cases we have declined to render decisions unless they have been previously referred to the county superintendents for their consideration and decision. In other instances, we have waived this form in order to the more readily advance the school interests by an immediate decision upon the difficulties presented. Below is given an abstract of the more important decisions rendered during the present biennial term in their order as received and determined, as follows:

SCHOOL PROPERTY.

Boards of directors are absolute custodians of the school property in each district, and are responsible for the same. Subdivision 19, section 37, Oregon School Laws, expressly states that it is the direct duty of directors to prosecute any one who shall injure school property in any way, etc.

PURCHASE OF FUEL, ETC.

School directors may use public funds for the purchase of fuel for use of the school: Subdivision 3, section 37, Oregon School Laws.

SALE OF SCHOOL PROPERTY.

School directors have a right, under the law, to sell school property, schoolhouses, outhouses, etc., at public auction when so directed by a majority of legal voters present at any legally called school meeting, and when the proceeds of such sale are to be applied to the betterment of the district in procuring better facilities for the education of the children.

EMPLOYMENT OF TEACHERS.

The right to employ teachers rests with the board of directors, and this authority can be exercised by no other body. This rule applies to all elections of teachers, whether at the beginning of the term or at any other time during the school year. All vacancies, likewise, must be filled by a vote of the board of directors: Subdivision 12, 13, section 37, Oregon School Laws.

SCHOOL OFFICERS - WHEN QUALIFY.

Directors and clerks are expected to qualify immediately when elected. The opinion is expressed here, however, that this duty is not strictly obligatory under the law, as in many cases citizens of school districts have been elected to such office when not present at the meeting or not present in the state. Ordinarily, it is expected that they qualify within ten days from the time of notice of election. In case of failure of a director elected to qualify within a reasonable time, then the office should be declared vacant.

DISTRICT TREASURER.

The district clerk is *ex officio* treasurer, and it is his duty to account to the board of directors and to the annual school meeting for all moneys coming into his hands, and for all amounts paid out by him belonging to the

district, etc. No person other than the district clerk has a right to receive the public funds of the district. With this in view, the clerk of each school district is required to furnish a sufficient bond, amounting to not less than double the probable amount of all school moneys that usually come into his hands: Section 54, Oregon School Laws.

DISMISSAL OF TEACHER.

A teacher may be dismissed from the service of the district by a vote of two of the directors, but this action must be taken at a regular or special meeting of the board, of which said meeting each member of the board must have received due notice. But a teacher cannot be dismissed without good cause, and the material reasons therefor shall be spread upon the records by the district clerk: Subdivisions 15, 16, 17, and 18, section 37, Oregon School Laws.

SCHOOL CONTRACTS, ETC.

Two members of a board of directors may legally contract for charts, maps, and other apparatus for use in their schools, but such contract must be made by a vote at a regular or special meeting of the board, legally called. The school district is bound by such contract. The third member of the board cannot legally refuse to approve such contract, although the claim may be set up that such apparatus, etc., is unnecessary for the use of the district. His opinion, however, that such apparatus is unnecessary is not sufficient ground to vitiate the contract regularly made by a quorum of the board: Subdivision 15, section 27, Oregon School Laws.

TEACHER'S RIGHT OF APPEAL.

In case a teacher is dismissed by the board of directors, he may take an appeal from the action of said board in dismissing him to the county superintendent; thence to the superintendent of public instruction, and thence to the circuit and supreme courts of the state. The prerogatives of the teacher in such cases are plainly set forth in the law, and the board can adopt no measures that can prevent the teacher from making full defense. In such case the teacher may appear by attorney if he so determines. This opinion, however, does not apply to a teacher who seeks to recover his wages under a contract. In such case he must bring a direct suit at law if he seeks to recover wages upon contract or otherwise: Subdivision 18, section 37, Oregon School Laws.

BOOKS OF REFERENCE, ETC.

Boards of directors may legally contract for the purchase of books for school libraries and apparatus for the use of the school. This right, however, is limited to definite amounts clearly set forth in the law. It is not meant here that textbooks in general shall be supplied to all pupils attending the school, but the implied, direct meaning of the law clearly refers to the purchase of such books for library and other general uses, and for the daily convenience of the school, and that such books are for general use of the school only. It is not meant here that the directors can, under the law, furnish free textbooks for the pupils: Section 37a, Oregon School Laws.

SCHOOL BONDS.

1. School bonds may be issued upon petition of ten legal voters of any school district in the state; *provided*, such petition be carried out in strict accordance with the requirements of subdivision 23, section 37, Oregon School Laws.
2. A new school district, created from an organized district already bonded for building purposes, may issue new bonds.
3. In issuing bonds, the estimate should be based upon the last assessed valuation of the property of the school district.

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4. Great care should be taken by the school directors in issuing bonds, and the action taken relative thereto should be in strict compliance with the letter of the law, otherwise the value of the bonds may be very much reduced.

5. In issuing school bonds, only the legal voters of any school district may vote.

6. As a matter of protection to the future taxpayers of the district, the aggregate bonded indebtedness should never be larger than two thirds of the assessed value of the property of the school district.

ANNUAL SCHOOL CENSUS.

1. The annual school census should be taken by district clerks, beginning no later than February first of each year, in order that correct transcripts of the same may be prepared for presentation to the legal voters at the annual school meeting. This is necessary, so that all of the corrections shall then be made. It is not advisable to begin the census earlier than the first day of February, for the reason that many people migrate during the month of February from district to district, and the census is necessarily rendered faulty.

2. The school census, under the law, is defined as a census including all persons between the ages of four and twenty years, who are actual residents of the school district on the day and date of enrollment.

4. If a school district be divided subsequent to the taking of the annual census, the children enumerated in the part of the district set apart and annexed to an adjacent district, should be added to the census list of said adjacent district and receive its *per capita* share of the amount of money due such additional names.

TEACHERS' PERMITS.

Teachers' temporary certificates or permits hold only until the next regular, quarterly, public examination, subsequent to the issue of said permit, and, a teacher holding such temporary certificate or permit, cannot legally continue his school after the expiration of the time when such certificate ceases.

COUNTY CERTIFICATES.

1. A county certificate cannot be annulled by the county superintendent without good cause, and a teacher may appeal any such case direct to the superintendent of public instruction.

2. County certificates are valid only in the county where given and are not renewable and cannot be transferred from county to county: Subdivisions 8 and 9, section 25, Oregon School Laws.

REVOCATION OF CERTIFICATE.

In case a certificate is revoked by the county superintendent and the teacher takes valid appeal to the state board of education relative to the same, then, it is held that the teacher may continue his school during the pendency of the appeal.

APPEAL ON EXAMINATION.

1. In case a teacher appeals from the decision of the county board of examiners to the state board of education, the county certificate, if any, and the grade of his papers methodically set forth should be inclosed in the papers forwarded to the state board.

2. If the markings of the county board of examiners be reversed then in that case the state superintendent of public instruction has authority to grant a certificate of equal grade with county certificate, that should issue in compliance with the merits of the examination papers submitted in such case: Rules and Regulations of State Board.

COUNTY SUPERINTENDENT'S PREROGATIVES.

1. In arranging the course of study for public schools, the board of directors do not have absolute power in determining the same. The county superintendent, under the law, has advisory power in arranging a course of study, in the selection of teachers, and also in the location of school-houses. This authority granted, the superintendent may, if wisely administered, prove of great benefit to school districts.

2. The office of county superintendent does not, under the law, prevent him from teaching in his county during his incumbency in office. While this practice invariably reduces the usefulness of the officer and the advancement of his schools, nevertheless, the small salary usually paid for such service is practically prohibitory in securing a living, and, therefore, it is necessarily held that the superintendent may teach. In times past the old salary meant salt, and if, in some counties, the superintendent was compelled to depend upon the salary paid, then, indeed, would he barely earn his salt.

3. If the superintendent desires to teach, he must secure a valid certificate to draw public money. In such case the superintendent should appoint a deputy to receive and receipt for the questions, to hold the examination, and to issue certificates in compliance with the law relative thereto: Subdivision 19, section 25, Oregon School Laws.

ORGANIZATION OF SCHOOL DISTRICTS.

1. School districts established by the county superintendent may be fully organized within ten days of the time of such establishment.

2. Districts cannot legally be organized unless there be a majority of the legal voters present.

3. Failure to organize the district within ten days subsequently to the time of establishment by the superintendent may nullify the claims of such district, and may make void all proceedings appertaining to the formation of the district.

4. When the organization of a new school district is completed, such district, if active, shall be entitled to its share of public funds, furnished by the county and state; *provided*, that such school district proposes to establish and carry forward a public school in good faith.

5. A school district should never be divided and subdivided by the county superintendent, when such division would impair the chances of any considerable number of children in the district of securing an education. It is the plain duty of the superintendent, under the law, so far as practicable, to provide common school facilities for all the children.

6. A school district, when once regularly and legally established under the law, cannot be annulled or eliminated, for the reason that it makes no annual report, as provided for under section 42 of the school laws. The district can only be disorganized by the process of petition and division, resulting ultimately in its final absorption by adjacent districts.

7. Public schools, duly organized according to law, are entitled to receive their *pro rata* share in the just distribution of public funds.

8. In establishing new districts and in making changes in districts already organized it is not obligatory on the county superintendent to make such changes, unless, in his opinion, such actions should be for the best interests of the schools concerned. He is not compelled to make such division although majority petitions be received, praying for such action. In brief, a county superintendent may exercise his own discretion in the matter of organizing school districts or in making changes in school districts already organized: Subdivision 3, section 25, Oregon School Laws.

SCHOOL MEETINGS.

1. All organized school districts, with the exception hereinafter mentioned, must hold an annual meeting on the first Monday of March in

each year. The only exception to this rule is in a district containing five hundred or more legal voters. In which case the annual meeting is held on the second Monday in March, and the business transacted is limited to the annual election for school directors and school clerk. Other school business in such districts must be transacted at the annual meeting held on the first Monday in March.

2. Special meetings may be held by school districts at any time. Great care, however, must be taken by the school directors and school clerks in issuing notices of such meetings, otherwise the objects and purposes of such meetings may be wholly defeated through negligence and carelessness: Sections 30, 31, 32, 33, 34, and 37, Oregon School Laws.

SCHOOL FUNDS.

Public moneys cannot be expended by boards of directors for school sites or for building, completing, or repairing schoolhouses. Neither can such public moneys be expended for school seats, pianos, or for other costly and expensive fixed furniture. "School funds," as defined here, refer to the public moneys received from county school tax and the irreducible state school fund. It is held here, likewise, that said school funds cannot be expended for a course of lectures, special writing classes, physical training classes, etc. This opinion does not apply to school districts having four thousand or more inhabitants. In such districts special privileges are granted boards of education: Sections 42, 69, and 90, Oregon School Laws.

LEGAL HOLIDAYS.

1. The legal holidays established by law in this state are the following: Each Sunday, first day of January, twenty-second day of February, thirtieth day of May, fourth day of July, first Monday in September, twenty-fifth day of December, and any day on which an election is held throughout the state, or on a day appointed by the president of the United States, or by the governor of this state as a day of fasting, thanksgiving, or holiday: General Laws of Oregon, Session of 1893.

2. Whenever any nonjudicial day created by this act, except Sundays, falls upon a Sunday, the next succeeding Monday shall be and be observed as such nonjudicial day: General Laws of Oregon, Session of 1893.

3. Board of directors in appointing special district meetings should be careful that such meeting shall not fall upon any of the legal holidays established, otherwise the action of such meetings will be nugatory and wholly lost.

4. Many discussions and disagreements have arisen out of the misunderstanding of days set forth as legal holidays. And many complex questions have been presented in this line from teachers and directors as to the proper definition of "legal holidays," and as to proper guides in their observance. It should be noted here that the law itself makes exact definition of the days, and as to their observance the banks are properly the best guide in the matter.

5. A board of school directors having unwittingly posted notices and called a special school district meeting on the first Monday in September (commonly entitled "Labor Day") for the purpose of voting school district bonds, said meeting was held and bonds voted. Subsequently the action of the district was questioned and the matter appealed to the central office. In this case it was held that all business transacted at such meeting was illegal and would not hold under the law.

6. All conditions and details relative to the duties of the teacher, holidays to be granted, and special prerogatives of teacher, should be expressly stated and mentioned in the written contract with teachers at the time of their employment by the board of directors. If all such ordinary business precautions be neglected by boards of directors, then, it is held here, that teachers may legally demand the privilege of closing school on legal holi-

days established by law. As a rule, employes, in almost all other lines of business, are granted a holiday and excused from labor on those days established by law, and for the same time are allowed their wages usually paid. To refuse this privilege to public school teachers seems to be an unreasonable exception to make to this general rule.

SCHOOL RESIDENCE.

1. The bona fide residence of school patrons and school pupils must be established under subdivision 5, section 54, Oregon School Laws. The direct intent and spirit of the law in said section, is to clearly and definitely fix such residence in order that justice and equality of rights may prevail in all parts of the state.

2. School clerks should exercise the greatest care in taking the census of the school children of the district. This duty is important and imperative, for it should be noted that school moneys are apportioned twice a year on this census, and it is the only legal basis for such apportionments.

3. The school census includes all persons over four and under twenty years of age, and although some such persons may be themselves the heads of families, yet under strict construction of the law they may be enumerated.

4. The law does not indicate the time to begin the taking of the annual census, but since the clerk's report is to be submitted to the regular annual school meeting held on the first Monday in March, most of the clerks will likely begin to take the census about the first of February, and they will then have one month in which to prepare their reports. In the large and populous districts they may begin at any time; indeed, the clerks may begin to take the census at any time during January or February that the directors may think best.

5. When, however, all of the definite details set forth in the law regarding this matter fail to convince parties interested, then, since the fact of residence depends upon the intention of the parties themselves, the affidavits of such parties are the best guide to determine the matter.

SCHOOLHOUSE SITES.

1. The power to locate schoolhouse sites is vested by law in the board of directors. It is expressly stated, however, that this authority shall be exercised with great care and without prejudice, and the wishes of the people for whom the house is designed shall be consulted as far as practicable, taking into account the prospective, as well as the present convenience of the patrons of the school. A central site shall be selected, unless extraordinary and controlling circumstances shall indicate a different selection: Subdivision 20, section 37, Oregon School Laws.

2. It frequently occurs in the mountainous districts of this state that the directors are compelled to select other than central stations because of natural obstacles, such as mountain ranges, spurs, rivers, etc. In all such cases it is deemed advisable for the directors to submit the question for the consideration of the people interested.

3. In determining the location of the schoolhouse site, the board should consider the following: The convenience of access, the economy of expenditures, the health and comfort of the children, the present and future grading and classification of the pupils, and, in general, the best accommodation for the patrons of the district.

4. The location of the schoolhouse site being directly vested in the board of directors, it follows that if the old site should be reselected, then the board has authority to remove or dispose of the old house by sale or, otherwise, as directed by legal voters.

5. The site having been determined and the schoolhouse erected thereon completed and furnished, then the public school must be held in such building.

6. A difficulty occurring in a school district, the complex questions arising therefrom soon took shape and entered into all the social and local con-

ditions of society. It spread from family to family, and, as a result, a bitter division of sentiment arose, and a portion of the patrons in the district seceded in so far as to take their children from the school, renting another building for school purposes, and employing another teacher therefor. The dissenters, in this case, claiming public money for their children, and appealing the case to the central office, it was held that such school was not a legal public school, neither were they entitled to any part or portion of public moneys, and that, in fact, the school claimed as a "public school," was decided to be a "private school." Therefore it is absolutely held that the public school must be held in the public school buildings if the same are habitable.

SCHOOL TUITION.

1. Boards of directors have under the law entire control of the public schools of their district, and they may admit pupils from adjacent districts to school on such terms as they may deem necessary and best: Subdivisions 4-12, section 37, Oregon School Laws.

2. All youth in this state from four to twenty years of age, irrespective of nationality, race, or religion, are entitled to the same school facilities in the following schools: (a) In all schools unsupported by local district tax. (b) In all schools supported by district tax and establishing and maintaining kindergarten schools. In all other school districts supported by local tax and not maintaining kindergarten schools, then the legal age for admission is placed from six to twenty-one years. In all such districts the directors may admit outside pupils to school, who are not over twenty-one years old, upon such terms as may be arranged. Tuition, however, must be paid. It is held here that in no case can a person over twenty-one years be legally admitted as a pupil in a public school. A person who having attained the age of twenty-one years, at the time of making his application for admission to the public school, is debarred from school privileges under the letter of the law.

3. Outside pupils being admitted to the public school, they must pay the tuition fixed by the board of directors and they are not entitled to have their tuition paid out of the public moneys belonging to the district in which they hold their residence.

SALARY OF TEACHERS.

1. The teacher's salary is determined by the board of directors. It is incumbent upon the board to contract with and employ duly qualified teachers in the name of the district, and the contract should specify the salary per month or per year, and, when the contract is fully completed, to hand a copy of the same to the teacher and file a copy in the office of the district clerk. The teacher employed must hold a valid certificate to teach at the time the contract is made, and the said certificate must cover the entire time of the teacher's service specified in the contract.

2. When a board of directors has fully entered into a contract with a teacher, all of the specifications duly mentioned and the contract signed, then, and in such case, the teacher's salary cannot be reduced during the term for which he is employed, unless with his consent; and if reduced without his consent, the school district, as a public corporation, is liable for his wages.

3. The salary of the teacher is a direct lien against the school funds in the hands of the school clerk, who is *ex officio* treasurer of the district. The said lien does not apply to any special fund, in the hands of the district clerk, but to any and all public school funds of whatever source in his hands at the time such lien is placed.

4. A public school teacher is not entitled to his wages for the time lost in attending teachers' examinations. He is entitled, however, under the law, to his wages for two days in order to attend the annual county institute: Subdivision 23, section 25, Oregon School Laws.

5. A teacher under contract does not lose his wages during the time for which school is closed on account of an epidemic or contagious disease in the school, and, unless extraordinary and controlling circumstances dictate otherwise, he is entitled to full wages under contract during such period. Common reason dictates that the teacher is not responsible for the public misfortune of the district during his term of service under contract.

6. The teacher's contract with the board of directors binds the district for his wages during the entire period of his employment without reference to subsequent circumstances, unless it be his dismissal for incompetency or other good and substantial cause. The fact that school patrons removing from the district with their children to the extent that the school attendance has been wholly eliminated, does not debar the teacher from securing his wages unless he voluntarily agrees to the same.

7. The teacher is entitled to his wages for the entire period for which he is employed. And although the *personnel* of the board of directors may be wholly changed during such period, his term of service is not necessarily reduced. Changes in the board of directors subsequent to the date of his contract does not lessen the liability of the district.

8. The teacher is entitled to receive his wages at the end of each school month upon evidence that proper service has been rendered under his contract. But the school directors should be especially careful that the wages for the last month under contract should not be paid until the teacher's report has been received, examined, accepted, and filed in the office of the district clerk. When the teacher presents his warrant to the school clerk for payment, and there being no funds in the district treasury to pay the same, then, the warrant should be indorsed by the clerk "not paid for the want of funds," from which date the warrant should draw interest at the legal rate. This opinion is applicable to teachers in service of all public school districts in this state, except in districts having a population of four thousand or more inhabitants. In all such districts it is especially mentioned that school warrants shall not draw interest.

9. School warrants issued for salary of teachers do not take precedence over warrants drawn for other purposes. When there are outstanding warrants against a school district, the clerk may pay those first presented. It is not necessary that the money of each year be exclusively applied to pay for schools taught during the year in which it was levied. Where the clerk has money in his hands applicable to the payment of the warrant, which, upon presentation he refuses to pay, the proper remedy is by mandamus: *Howard v. Bamford*, 3 Or. 565.

10. In order to receive his monthly salary, the teacher must hold a valid warrant issued by vote of the board of directors, and signed by the chairman and clerk of the board, and the clerk cannot pay out school funds unless such warrant, duly signed, is presented by the teacher. School warrants are legal only when issued by a majority vote of the board of directors at a regular or special meeting. If two of the directors vote for the issuance of warrants, such warrants are legal liens against the district. In issuing warrants the school directors, in order to avoid any possible trouble, should be particularly careful that such warrants be issued only for actual indebtedness of the district: Subdivisions 14, 15, 16, 17, section 37, Oregon School Laws.

TEACHERS' PREROGATIVES.

1. A teacher may, in proper cases, inflict moderate and reasonable punishment. If the punishment is excessive the parent may appeal to the board of directors for redress, and through them to the county superintendent, and through him to the superintendent of public instruction.

2. Teachers, under the law, have an absolute right to compel children to observe personal cleanliness, neatness, order, promptness, and gentility of manners. Also to avoid profanity and vulgarity. And it is their duty to enforce all restrictions, rules, and regulations established by the board of directors for the government of the school.

3. The teacher does not have the absolute authority, under the law, to determine the branches of study that shall be pursued by the pupils in the school. The course of study must be adopted under the direction of the board of directors, and in this the teacher is entitled, under the law, to the counsel and cooperation of the directors in all details appertaining to the conduct and welfare of the school: Subdivision 12, section 37, Oregon School Laws.

4. The teacher should not expel a pupil from the school without the approval of the board of directors, and, in any case, the penalty of expulsion should be rarely used, for the true doctrine of the public school is, to bring in and to hold, not to drive out. The continued use of profane or obscene language, vicious conduct, deliberate injury of the schoolhouse, or of any property belonging to the school, are proper causes for expulsion.

5. Children affected with contagious diseases should not, of course, be permitted to remain in the school, at least for the time being. Contagious disease is not a sufficient cause for expulsion. A child with a contagious disease may be temporarily suspended from attending the school, but should not be expelled for this reason. If the child be wrongfully expelled from the school, his parents may bring action against the directors of the district for damages.

6. A pupil may be expelled under the law for gross immorality and continued truancy. And while a pupil affected with a contagious disease may be temporarily suspended only, he should be absolutely expelled for gross immorality, as this may be both contagious and infectious to the great detriment of the school. The right to attend school without condition is not absolute under the law, but a child can attend school only when he complies with the rules and regulations established by the school authorities. A child who is an habitual and incorrigible truant should be expelled from the school, as this is one of the greatest hindrances to the advancement and improvement of the school.

USE AND CARE OF SCHOOLHOUSES.

1. Primarily the public schoolhouse is built for public school purposes only. An exception to this rule is ordinarily made in all districts in case of holding the annual school meeting, or special school meetings, regularly called by the school authorities of the district. If the board of directors should deem best to make other exceptions to this rule, for evening schools, singing-schools, literary societies, Sunday-schools, etc., it should be distinctly understood and expressed that some guarantee be given that the parties thus occupying the schoolhouse shall be responsible for its proper use and protection. Also that the building, grounds, appurtenances, and property of the school children shall be safe from defacement and injury, and the rooms to be left in as good condition as when occupied.

2. Should boards of directors determine to grant the public schoolhouse for the purposes designated, then such privileges should be carefully guarded, and the conditions of the same explicitly understood by all parties concerned.

3. A teacher cannot be held responsible for care of the schoolhouse after school hours. Boards of directors are the proper custodians and controllers of school property under the law, and they cannot compel the teacher to have an oversight of the school property, unless such provisions are understood and set forth in the teacher's contract.

RULES AND REGULATIONS.

Rules and regulations for the government of public schools and school officers in Oregon, made in pursuance of section 17, subdivision 2 of the Oregon School Laws, which reads as follows: The state board shall have

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power (2) to prescribe a series of rules for the government of public schools that shall secure regularity of attendance, prevent truancy, secure and promote the real interests of the schools. Revised January third, eighteen hundred and eighty-one; January first, eighteen hundred and eighty-five; May second, eighteen hundred and eighty-seven; September thirteenth, eighteen hundred and eighty-nine; November eighth, eighteen hundred and eighty-nine; January fourth, eighteen hundred and ninety-two; April second, eighteen hundred and ninety-four.

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

RULE I.

The state superintendent of public instruction shall issue to the several county school superintendents, in time for the public examination of teachers on the second Wednesday of February, May, August, and November of each year, printed lists of uniform questions prepared by the state board of examination for use in those examinations in accordance with the rules hereinafter prescribed for the government of county superintendents.

APPEALS.

RULE II.

Any person aggrieved by any decision or order of the district board of directors in any matter of law or of facts (pertaining to the school district) may, within ten days after the rendition of such decision or the making of such order, appeal therefrom to the county superintendent of the county; *provided, further*, that this right of appeal shall be open to all in relation to all school difficulties and complications occurring in school districts or relating to school questions of every kind.

RULE III.

The basis of the proceeding shall be a complaint filed by the party aggrieved with the county superintendent within the time for taking the appeal.

RULE IV.

The complaint shall set forth the errors complained of in a plain and concise manner.

RULE V.

The county superintendent shall, within ten days after the filing of such complaint in his office, notify the clerk of the proper district, in writing, of the taking of such appeal, and the latter shall, within ten days after being thus notified, file in the office of the county superintendent a complete transcript of the record and proceedings relating to the decision complained of, which transcript shall be certified to be correct by the clerk of the district.

RULE VI.

After the filing of the transcripts aforesaid in his office, the county superintendent shall notify, in writing, all persons adversely interested of the time and place where the matter of appeal will be heard by him.

RULE VII.

At the time thus fixed for the hearing he shall hear and receive testimony for either party, and for that purpose may administer oaths if necessary; and he shall make such decision as may be just and equitable, which shall be final, unless appealed from as provided in the following rule.

RULE VIII.

An appeal may be taken from the decision of the county superintendent to the state superintendent of public instruction in the same manner as provided for taking appeals from the district board to the county superintendent, as nearly as applicable, except that he shall give twenty days' notice of the appeal to the county superintendent, and the like notice shall be given the adverse party. And the decision when made shall, so far as the school department is concerned, be final. This right of appeal shall apply to all cases, except as hereinafter provided, and in any case of sufficient importance the state superintendent of public instruction may bring the matter before the state board of education for determination.

TEACHERS' EXAMINATIONS.

RULE IX.

At the public quarterly examination of teachers provided by law, the county superintendent shall use the uniform questions furnished by the state superintendent of public instruction, and the signatures of all assistant examiners shall appear on all certificates issued at these examinations.

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RULE X.

The county board of education shall hold its regular public quarterly examination of applicants for teachers' certificates on the second Wednesday of February, May, August, and November. The hour of opening the session of the board shall be one o'clock p. m.

RULE XI.

All questions for the public quarterly examinations shall be forwarded to each county superintendent, who shall have exclusive charge of such questions until the examination is commenced, and the questions shall not be opened except in the presence of the board of examiners at the time of beginning each public quarterly examination.

RULE XII.

Two (2) members shall constitute a quorum for the transaction of business.

RULE XIII.

Applicants shall not be admitted to the examination who were absent at its opening without good and sufficient excuse.

RULE XIV.

No applicant shall be allowed to leave the room or communicate with any person during the examination, except by special permission of the chairman.

RULE XV.

All applicants shall begin in a given subject at the same time, and no recess shall be taken until that subject is finished.

RULE XVI.

Applicants are required to answer in complete sentences as far as practicable. Full credits will be given only when answers are correct in fact and form.

RULE XVII.

No applicant will be permitted to have a textbook in his possession during the hours of examination.

RULE XVIII.

All applicants must indorse their papers with their numbers and the name of the subject and date of examination; and all entries on the record-book kept by the county superintendent for this purpose shall be made on these numbers only. The names of the applicants shall not be entered upon the register until the close of the examination, but shall, with the number and the name, be entered at the beginning of the examination on blank cards, which shall be kept in a sealed envelope till the close of the examination.

RULE XIX.

No member of the board shall communicate to any one the standing of any applicant on any study during the examination.

RULE XX.

Every applicant, before receiving his certificate, must subscribe to the following: "I do hereby certify that prior to this examination I had no knowledge of the questions proposed, and have neither given nor received any aid during the progress of the same."

RULE XXI.

In examinations for permits, the county superintendents shall not use the same questions as at the last preceding public examination, but questions of the same grade and number shall be used.

RULE XXII.

Examinations of teachers shall in every case be conducted, as far as possible, in writing; and the questions and answers indorsed with the candidate's name and the date of the examination shall be filed in the office of the county superintendent and kept as a part of its permanent records.

RULE XXIII.

County superintendents must require all applicants for teachers' certificates who are not personally known to them to be of good moral character, to present satisfactory written testimonials to that effect from two or more persons of respectable standing. Such testimonials shall be filed with the examination papers, and shall remain permanently in the office of the superintendent.

RULE XXIV.

The county superintendent may revoke any certificate obtained by fraud or misrepresentation as to the character of the applicant, or when the holder has been guilty of gross immoral-

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ity since the certificate was granted. But no certificate shall be revoked unless the holder shall have been duly notified of the charges against him, and shall have had an opportunity to defend himself against them, or unless the charges shall have been fully proved; *provided*, that in all cases where personal acknowledgment of guilt is made by the holder, the certificate may be annulled without trial.

RULE XXV.

The action of the county superintendent in revoking a certificate, because of the immoral conduct upon the part of the holder, is subjected to an appeal to the county board of examiners sitting for that purpose, and the decision in such case, when reached, shall be final, unless appealed in regular form.

RULE XXVI.

The county superintendent is hereby authorized to convene the county board of examiners, for the purpose of hearing appeals, conducting public examinations, or for the consideration of all questions that may advance the best interests of the public schools in this county. The meetings of the board shall be held at such time and place in the county as may be deemed most expedient by the county superintendent; *provided*, that the public quarterly examinations shall be held as provided in section 25 of the school law.

RULE XXVII.

In any case where a certificate has been revoked, as set forth in rule XXIV., no certificate shall be granted to the same person in the same county, or in any other county in the state, within three months from date of revocation, unless the decision of the county superintendent in revoking the certificate shall have been duly reversed on appeal to the county board of examiners or state board of education.

RULE XXVIII.

In every instance where an appeal is taken from the decision of the county superintendent and board of examiners, the appellant shall give due notice, in writing, to the county superintendent of his intention in the premises similarly and within the same time as specified for school district appeals in rule II. Within ten days after such notice has been received the county superintendent may cause the county board of examiners to be convened for the purpose of hearing the appeal. The county superintendent may require the attendance of the appellant and all important witnesses in case the same is deemed advisable for the more intelligent and equitable examination of the appeal. Copies of written testimony, affidavits, etc., pertaining to the examination of the appeal, shall be kept on file in the office of the county superintendent.

RULE XXIX.

In case an applicant for a certificate believes that the county superintendent and board of examiners have done him an injustice upon examination, he shall have the right to appeal to the state superintendent of public instruction and state board of education. In case the applicant intends to appeal to the state superintendent of public instruction, he shall within ten days after said examination notify the county superintendent, in writing, of his intention. Within ten days after such notice the county superintendent shall transmit to the state superintendent of public instruction the notice of appeal and the questions used at the examination, together with the candidate's answers thereto.

RULE XXX.

The state superintendent of public instruction shall have the right to grant certificates only upon appeal from county superintendents, and then only in case it appears that the county superintendent has done the candidate substantial injustice in the immediate examination and in the grade awarded by him; *provided*, that the state superintendent of public instruction may require the appellant to pass such additional examination on any or all of the branches upon which the appeal is based as he may deem right and proper in the premises; *provided, further*, that the county board of examiners may be required to issue such grade of certificate as may be determined on appeal by the state superintendent and state board of examiners, or state board of education.

RULE XXXI.

The state superintendent of public instruction, in conjunction with the state board of examiners (or such of them as he may call to his assistance), shall have the right to decide all appeals from county superintendents relative to examinations, set forth in rules XXIX, and XXX. No appeals shall be heard unless notice thereof, in writing, shall have been first given to the county superintendent by the person appealing, within ten days of the date of the examination, nor unless a copy of such notice shall have been transmitted, with the papers relating to the case, to the superintendent of public instruction.

TEACHERS.

RULE XXXII.

The teachers in the public schools of the state may dismiss all pupils under eight years of age after a four hours' session each day, or, where that is not practicable, may allow to pupils of that age recesses of such length that the actual confinement in the schoolroom shall not exceed three and a half hours per day.

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RULE XXXIII.

Teachers shall exercise watchful care and oversight over the conduct and habits of the pupils, not only during school hours, but also at the recesses and intermissions and while going to and returning from school.

RULE XXXIV.

It is expected that a strict and wholesome discipline will constantly be maintained in all public schools; but teachers are cautioned against displays of ill temper and undue severity in the schoolroom.

RULE XXXV.

In any case of misconduct or insubordination, when the teacher deems it necessary for the good of the school, he may suspend a pupil, and shall immediately notify the directors of the district thereof. The directors shall forthwith meet and consider the matter, and if they approve the action of the teacher and think the case calls for further punishment, they may expel the pupil from the school.

RULE XXXVI.

Teachers in the public schools shall to the utmost of their ability inculcate in the minds of their pupils correct principles of morality and a proper regard for the laws of society, and for the government under which they live.

RULE XXXVII.

Every public school teacher shall give vigilant attention to the temperature and ventilation of the schoolroom, and shall see that the doors and windows are open at each intermission for the purpose of changing the atmosphere of the room. He shall require his pupils to take proper exercise, and shall encourage healthful plays at recesses, but he shall strictly prohibit all dangerous and immoral games and amusements.

RULE XXXVIII.

Teachers shall have the right, and it shall be their duty within reasonable limits, to direct and control the studies of their pupils; to arrange them in proper classes, and to decide, subject to these rules, what and how many studies each shall pursue.

RULE XXXIX.

In all ordinary ungraded district schools in the state where there are pupils of the proper age and degree of advancement, classes may be organized and kept up in the following named studies, to wit: First, second, third, fourth, and fifth readers; orthography (embracing pronunciation and word analysis); penmanship; primary, elementary (mental), and practical arithmetic; elementary and comprehensive geography; beginners' and advanced grammar; United States history; elementary natural science; common school literature; citizenship; physiology and hygiene, and vocal music. In such schools, no branches additional to these shall be taught unless the directors so order by positive vote; and in no case shall teachers neglect the classes pursuing the above named studies in order to make room for any additional branches. In high schools and other public schools of advanced grades, the following named studies may be taught in addition to those above mentioned, to wit: Algebra, astronomy, geometry, geology, general history (advanced), composition, physiology and hygiene, natural philosophy, chemistry, botany, bookkeeping, and the science of government, and vocal music; *provided*, that the state series of textbooks, as set forth in rule XL., and no others, shall be used. Nothing in this rule shall be so construed as to prohibit or prevent teachers from introducing into their schools such oral instructions and "object lessons" as they may deem necessary or suitable.

RULE XL.

The following is a complete list of the textbooks adopted by a vote of the county superintendents for use in the public schools of this state, and be it hereby declared and made known that in accordance with the law of Oregon governing the same, as set forth in sections 2575, 2576, and 2577, approved February fifth, eighteen hundred and eighty-nine, as compiled and annotated by W. Lair Hill, pertaining to education, and also an act of the legislative assembly of the state of Oregon, approved February twenty-first, eighteen hundred and ninety-three, the superintendent of public instruction of the state of Oregon, under the direction of the state board of education, did proceed to take the votes of all the county superintendents and members of the state board of examiners, which vote was canvassed on the first day of January, as provided by law, and on examination of said vote found the following textbooks adopted for use in the public schools of the state of Oregon, did receive a majority of all said votes cast, and that the same are hereby declared to be the textbooks that shall be used in the public schools from October first, eighteen hundred and ninety-five, to October first, nineteen hundred and one, a period of six years, to wit:—

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TABULAR STATEMENT.

Name of books.	Ex- change price.	Intro- ductory price.	Whole- sale price at Portland.	Retail mailing price from Portland.	State contract retail price.
Swinton's New Word Analysis	\$ 0 20	\$ 0 35	\$ 0 32	\$ 0 35	\$ 0 40
Webster's Primary Dictionary		48	44	48	55
Webster's Common School Dictionary		72	66	72	80
Webster's High School Dictionary			89	98	1 05
Webster's Academic Dictionary			1 35	1 50	1 65
Barnes' New National First Reader	14	20	18	18	25
Barnes' New National Second Reader	25	35	31	35	40
Barnes' New National Third Reader	30	50	45	50	55
Barnes' New National Fourth Reader	45	70	63	70	80
Barnes' New National Fifth Reader	60	85	81	90	1 00
Spencerian Copybooks, revised edition:					
Tracings, Nos. 1 to 4		* 08	† 65	† 72	* 08
Shorter Course, Nos. 1 to 7		* 08	† 65	† 72	* 08
Common School Course, Nos. 1 to 7		* 10	† 87	† 96	* 10
Business Course, Nos. 8 to 11		* 08	† 87	† 96	* 10
Fish's Arithmetic, No. 1	20	30	27	30	35
Fish's Arithmetic, No. 2	35	55	54	60	65
Brooks' Mental Arithmetic					
Monteith's Elementary Geography	35	60	54	60	65
Monteith's Comprehensive Geography, Oregon edition	60	1 00	99	1 10	1 25
Maxwell's First Book in English	25	40	36	40	45
Maxwell's Introductory English Grammar	30	40	36	40	45
Maxwell's Advanced English Grammar	35	60	54	60	65
National Number Tablets, Nos. 1 to 12		* 08	† 81	† 1 00	* 10
Smith's Primary Physiology and Hygiene	20	30	27	30	35
Smith's Elementary Physiology and Hygiene	30	50	45	50	55
Steele's Hygienic Physiology		1 00	90	1 00	1 10
Peterman's Civil Government, Oregon edition	48	60	54	60	65
Barnes' Primary History of United States	35	60	54	60	65
Barnes' Brief History of United States	60	95	85	1 00	1 00
Barnes' General History	1 28	1 60	1 44	1 60	1 75
Loomis' Progressive Music Lessons:					
Book No. 1	11	14	12	14	20
Book No. 2	14	18	16	18	20
Book No. 3	19	25	22	25	30
Book No. 4	32	42	39	43	50
Book No. 5	45	72	65	72	80
Song Wave	45	65	59	65	75
Monteith's Popular Science Reader	60	75	68	75	85
Robinson's New Elementary Algebra		1 08	97	1 08	1 20
Robinson's Geometry		90	81	90	1 00
Bryant and Stratton's Common School Bookkeeping		80	72	80	90
Ward's Business Forms, Nos. 1 and 2		* 10	† 1 20	* 10	* 15
Ward's Business Forms, Nos. 3 and 4		* 15	† 1 80	* 15	* 20
Steele's Popular Zoology	90	1 20	1 08	1 20	1 35
Steele's Popular Chemistry		1 00	90	1 00	1 10
Steele's Fourteen Weeks in Botany		1 00	90	1 00	1 10
Steele's Popular Physics		1 08	90	1 00	1 10
Steele's New Descriptive Astronomy		1 00	90	1 00	1 10
Steele's Fourteen Weeks in Geology		1 00	90	1 00	1 10
Gow's Good Morals and Good Manners	90	1 00	90	1 00	1 10
Kidd's New Elocution and Vocal Culture	80	1 00	90	1 00	1 10
<i>Supplemental Reading for Primary and Grammar Schools.</i>					
Johonnot's Natural Series:					
Books of Cats and Dogs		\$ 0 17	\$ 0 16	\$ 0 17	\$ 0 20
Friends in Feathers and Furs		30	27	30	35
Neighbors with Wings and Fins		40	36	40	45
Curious Flyers, Creepers, and Swimmers		40	36	40	45
Neighbors with Claws and Hoofs		54	48	54	60
Glimpses of the Animate World		1 00	90	1 00	1 10
Johonnot's Historical Series:					
Grandfather's Stories		27	24	27	30
Stories of Heroic Deeds		30	27	30	35
Stories of Our Country		40	36	40	45
Stories of Other Lands		40	36	40	45
Stories of the Olden Time		54	48	54	60
Ten Great Events in History		54	48	54	60
Geographical Reader		1 00	90	1 00	1 10

* Each. † Per dozen.

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TABULAR STATEMENT—CONCLUDED.

Name of books.	Ex- change price.	Intro- ductory price.	Whole- sale price at Portland.	Retail price from Portland.	State contract retail price.
<i>Supplemental Reading for Advanced and High Schools.</i>					
Irving's Sketchbook—Selections	\$	\$ 20	\$ 18	\$ 20	\$ 25
Irving's Tales of a Traveler		50	45	50	55
Scott's Ivanhoe		50	45	50	55
Scott's Lady of the Lake		30	27	30	35
Scott's Abbott		60	54	60	65
Scott's Marmion		40	36	40	45
Scott's Woodstock		60	54	60	65
Macaulay's Second Essay on Chatham		20	18	20	25
Shakspeare's Julius Cæsar		20	18	20	25
Shakspeare's Twelfth Night		20	18	20	25
Shakspeare's Merchant of Venice		20	18	20	25
Shakspeare's Midsummer Night's Dream		20	18	20	25
Webster's Bunker Hill Orations		20	18	20	25
De Coverly Papers from Spectator		20	18	20	25
Arnold's Sohrab and Rustum		20	18	20	25
Emerson's American Scholar, Self-Reliance		20	18	20	25

All of the textbooks designed for use in the public schools of the state of Oregon not being then and there adopted and declared on the first day of January, eighteen hundred and ninety-five, the superintendent did, in accordance with the law made and provided in such cases, proceed to take the vote of the county superintendents and state board of examiners; and the state board of education did receive and canvass the same, wherein the remainder of said textbooks were adopted and declared to be the textbooks to be used in the public schools in the state of Oregon for the term of six (6) years from October first, eighteen hundred and ninety-five, and that this supplementary selection by votes does complete the entire list of textbooks to be used in the public schools of Oregon for the term as set forth above. In connection with the textbooks is also given the exchange, introductory, wholesale, and state contract retail prices of said textbooks:—

Name of books.	Whole- sale price.	Retail price.	Ex- change price.	Intro- ductory price.	Retail price from Portland.
Reed's Word Lessons	\$ 0 20	\$ 0 25	\$ 0 10	\$ 0 20	\$
Manson's Model Spelling Blanks	*40	05		05	*42
Manson's Economic Spelling Blanks	*40	05		05	*42
Manson's Spelling Blanks, 1, 2, and 3	*75	10		10	*75
Manson's Elementary Blanks	*40	05		05	*42
Eclectic Industrial Drawing, 1 to 3	*96	10		10	*1 20
Eclectic Industrial Drawing, 4 to 5	*1 50	15		12	*1 80
Eclectic Drawing, high school course, 6 to 9	*1 80	20		15	*2 20
Waddy's Composition and Rhetoric	90	1 10	80	1 00	1 00
Eclectic Physical Geography	90	1 10	80	1 00	1 00
Smith's Studies in English Literature	1 80	1 35	72	1 20	1 20

* Per dozen.

The foregoing are the prices as set forth in the contract of the state board of education with the publishers of said books. It is further understood that said books are to be kept on sale at such depositories as the state board has or may hereafter designate. It is also required that the publishers shall provide and furnish, for placing in every schoolhouse in the state of Oregon, a printed card giving the wholesale and retail prices of all said books; and it is desired that due attention shall be given to the matter of placing said cards in conspicuous places in said schoolhouses that all may be duly informed of the same.

FOR HIGH AND ADVANCED SCHOOLS.

Mathematics—Milne's High School Algebra, Stewart's Geometry, Schuyler's Trigonometry, Olney's Higher Algebra.

History—Lancaster's English History, Barnes' General History, Ridpath's United States History (academic edition), Martin's Civil Government.

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Science—Eclectic Physical Geography, Tracey's Physiology, Avery's First Principles of Natural Philosophy, A. P. Gage's Physical Laboratory Manual, Williams' Introduction to Chemical Science, Williams' Laboratory Manual.

Latin—Harkness' Easy Latin Lessons, Harkness' Latin Grammar, Arrowsmith and Wicher's Latin Readings, Harper and Tolman's Caesar, Harkness' Cicero, Harper's Virgil.

German—Deutsche Colloquial Reader, Jones-Meissner German Grammar (shorter course), Boisen's German Prose, Nouvellettes (Bernhardt), Schiller's William Tell, Schiller's Marie Stuart, Harris' Composition.

English—Maxwell's Advanced English Grammar, A. S. Hill's Rhetoric, Shaw's English Literature, American Poems, American Prose. Supplementary books for study in literature are selected at the beginning of the terms.

Bookkeeping—Bryant and Stratton's High School Edition.

RULE XLI.

In primary schools where it is deemed necessary to begin instruction in reading of easier grade than the first reader, charts or a suitable primer may be used for that purpose.

RULE XLII.

Every teacher in the public schools shall prepare, at the beginning of each term, a programme of daily exercises and recitations, and post the same in a convenient place in the schoolroom for the benefit of the school.

RULE XLIII.

Every teacher in the public schools shall be provided by the board of directors with a school register in which he shall carefully note the attendance and standing of his pupils. At the close of the school the teacher shall deposit the same with the clerk of the district, who shall preserve the same along with the other books and papers belonging to his office for inspection.

RULE XLIV.

At the close of every term of school the teacher shall thoroughly examine his pupils in the studies of the term, using written questions and using written answers whenever practicable; and the standing of each pupil in examination shall be noted accurately upon the school register.

RULE XLV.

Teachers are authorized to require excuses from the parents or guardians of pupils, either in person or by written note, in all cases of absence or tardiness, or dismissal before the close of the school, and no excuse shall be deemed valid except that of sickness or necessary employment. The teacher shall be the judge of the sufficiency of excuses, subject to an appeal to the directors; *provided*, that the board of directors may, by formal adoption, change the character of the excuses which shall be deemed valid, in compliance with the powers of directors as set forth in subdivision 13, section 37 of the Oregon School Laws.

RULE XLVI.

Whenever the unexcused absence of any pupil during any term shall amount in the aggregate to seven days, he shall be reported to the directors, and the teacher may suspend him until the opinion of the directors can be taken. For this purpose an unexcused absence or tardiness for a half-day or less, or for more than one hour at any one time shall be deemed a half-day's absence; and such absence or tardiness for more than half a day at one time shall be reckoned as an absence for a whole day.

RULE XLVII.

The names of all those pupils of the public schools of this state who at the close of any term shall be found to have been neither absent nor tardy during the term, and who have maintained correct deportment, shall be inscribed by the teacher upon suitable rolls of honor, and displayed in some prominent and safe place in the schoolroom.

RULE XLVIII.

The teacher of every public school shall, at the close of each term, make out and transmit to the county superintendent a written report according to such form as may be furnished by the state board of education, and file a duplicate copy of the same with the district clerk. In schools having more than one teacher, the principal alone must report; but such report must include the statistics for the whole school.

RULE XLIX.

Teachers in the public schools of this state are required to attend all teachers' institutes held under authority of law in the counties where they reside; *provided*, that they shall be required to attend the annual institute in their county in each year. For nonattendance of any teacher at the institute without a good and sufficient reason, the county superintendent is hereby authorized to lower the grade of his or her certificate, or revoke the same in his discretion. School directors are required to allow their teachers two days of actual school service for such attendance, without any deduction from their wages, and without requiring them afterwards to make up the time so spent.

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RULE L.

In all public schools in this state the teachers shall require of their pupils regular stated exercises in composition and declamation.

RULE LI.

In all schools where there are primary pupils, it is recommended that exercises in free gymnastics and suitable voice and breathing exercises be given daily.

PUPILS.

RULE LII.

No pupil shall be allowed to retain connection with any public school unless provided with books, slates, and other things required to be used in the classes to which he is assigned; but no pupil shall be excluded for this cause unless the teacher shall have given one week's previous notice to his parents or guardians of the articles needed. Indigent pupils may be supplied with books, etc., at the expense of the district if the directors so order.

RULE LIII.

Pupils affected with contagious diseases shall not be allowed to remain in any of the public schools.

RULE LIV.

Every pupil is required to attend school punctually and regularly; to conform to the regulations of the school, and to obey promptly all the directions of the teacher; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to schoolmates; to refrain entirely from the use of profanity and vulgar language, and to be clean and neat in person and clothing.

RULE LV.

Any pupil who shall in any way cut or otherwise injure any schoolhouse, or injure any fence, trees, or outbuildings belonging to any school, or shall write any profane or obscene language, or make any obscene pictures on the school premises, shall be liable to suspension, expulsion, or other punishment, according to the nature of the offense.

RULE LVI.

That portion of these rules and regulations pertaining to the duties and privileges of teachers and pupils shall be read and explained by the teacher, in the presence of the school at least once during each school term.

WILLIAM P. LORD,
Governor,
H. R. KINCAID,
Secretary of State,
G. M. IRWIN,
State Superintendent of Public Instruction,
State Board of Education.

DIPLOMAS AND CERTIFICATES.

The following list embraces the names of all persons who have received life diplomas, state diplomas, and state certificates:—

LIFE DIPLOMAS.

From March sixth eighteen hundred and ninety-four, to July first, eighteen hundred and ninety-six.

- | | | |
|--------------|-----------------------|------------------------|
| Allen, E. A. | Bergin, Mollie A. | Cromwell, C. H. |
| Allen, E. B. | Bink, Margie P. | Callison, Irene |
| Allen, E. C. | Booth, Charles | Crain, Anna D. |
| Allen, E. D. | Buxton, Mary | Cassavant, Edith |
| Allen, E. E. | Brooks, C. D. | Chance, Belle |
| Allen, E. F. | Brown, Moses R. | Cooper, Ella |
| Allen, E. G. | Breault, Mabel | Cantrall, Miles |
| Allen, E. H. | Burham, Mrs. Susie G. | Coburn, Hattie E. |
| Allen, E. I. | Bryan, J. J. | Chase, Georgia A. |
| Allen, E. J. | Burt, Jennie | Cavana, Violet V. |
| Allen, E. K. | Cooper, Margaret J. | Clinkenbeard, Alice O. |
| Allen, E. L. | Campbell, P. L. | Collins, Nellie |
| Allen, E. M. | Carrison, Alice I. | Dunn, Madge |

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION. 137

Davis, Napoleon	Ingalls, May D.	Stewart, Hannah C.
Denman, Anna M.	Jones, C. H.	Smith, Miss R. T.
Davis, Metta	Knight, A. N.	Spores, Mrs. Emma
Davis, H. A.	Lent, J. B.	Scott, Charles L.
Delin, Agnes E.	Lee, N. Eva	Scofield, Ida R.
Duffield, C. W.	Lilly, George	Stevens, Nellie M.
Damewood, Mrs. L. M.	Marsh, J. R.	Stanley, J. H.
Draper, A. R.	Mayberry, W. S.	Smith, Alice
Danielson, Mary L.	Morris, M. Jane	Shepard, R. Madora
Estes, Benjamin W.	Mathieu, Mrs. M. C.	Sturgeon, Madelle
Francis, Ida	Mullan, Elgiva	Shumaker, Carrie
Farr, Carrie C.	Marsden, Clara	Stewart, Alice
Gillis, Ida L.	Moore, Susan A.	Strange, H. S.
Gowans, Margaret Y.	Marsh, James R.	Sedgewick, Mary D.
Goodnight, Sylvester	Maxwell, Ida E.	Sloan, Kate E.
Groun, Lottie S.	Millar, Eva	Storms, J. W.
Grout, Daniel A.	McHendree, Mary L.	Taylor, M. Julia
Galloway, Elva	McKinney, Susan H.	Talkington, Henry L.
Graham, J. S.	McDaniel, Bertha E.	Vaughn, Libbie
Hitchcock, C. A.	McClelland, Thomas	Vaughn, Gertrude L.
Holman, Mrs. V. E.	Narregan, N. L.	Voorhies, George O.
Habersham, Mrs. E. A.	Pettinger, Maud A.	Wilhams, I. D.
Hoover, Mrs. O.	Porter, Ida M.	Weir, A. W.
Hoover, Isabelle	Pratt, S. I.	Walters, Rosetta
Hawley, Walter R.	Peters, Orilla	Wilson, George C.
Hay, Lucy E.	Payton, John A.	Worth, William M.
Henry, Mrs. Eugene	Patterson, Ida	Wright, Abbie
Hamlin, Frank B.	Pickle, Adele J.	Wileox, Rose
Hause, Emily	Russell, Mrs. Frances	Wood, W. A.
Hackett, E. C.	Robb, W. A.	Woodruff, Harietta C.
Hutchinson, T. O.	Rosenberg, Mrs. Mamie	Wilson, Mrs. W. W.
Hayes, T. A.	Randle, S. A.	Yoder, D. W.
Horton, J. M.		

COLLEGE AND UNIVERSITY DIPLOMAS

From March fifth, eighteen hundred and ninety-four, to July first, eighteen hundred and ninety-six.

Altman, Clarence W.	Brown, Edith E.	Chiles, Maggie E.
Andrews, Marie B.	Benson, Erma E.	Carey, Robert
Andrews, Olive J.	Brown, George W.	Chance, Laura B.
Andrews, Samuel I.	Beall, Thomas	Case, Harriette L.
Allingham, Winfield W.	Beattie, Laura J.	Colvig, Dora
Aitken, Mary	Bender, Alva J.	Crosby, Zella M.
Anderson, L. T.	Bryant, Theresa	Clifford, Demosthenes
Allen, Harry F.	Bristow, Ada M.	Collins, Edneile
Applegate, Jessie	Brown, Edith E.	Cole, Emma
Adamson, J. E.	Bade, August	Case, Harriette
Alexander, Florence E.	Buchana, Katie E.	Currin, Frances
Armitage, Effie M.	Barker, Bessie A.	Caste, Julia A.
Ausmus, Emma	Barden, Emma	Cameron, Laura B.
Applegate, Moray	Beattie, Jennie B.	Calbreath, Agnes
Applegate, Alice	Becker, Walter H.	Curtis, H. H.
Andrews, Lyman B.	Buchana, E. Arthur	Cronin, Cathryn E.
Aodia, Mary	Bushnell, Ermine Ernestine	Carson, Mable R.
Allen, John F.	Barnett, Louisa M.	Cartwright, Katie
Applegate, Florence	Beull, Lee	Cahoon, William A.
Byron, George	Cormutt, Wyatt B.	Camp, F. Hugh
Brumley, E. Dell	Clements, Clarence H.	Camp, Margaret E.
Beckett, Lottie D.	Conuell, Nettie M.	Camp, Mary E.
Booth, N. Blanch	Cneadle, Itha E.	Cooper, Louisa E.
Bunn, Minnie M.	Cochran, Daniel	Dimmitt, William E.
Beck, Roy E.	Clark, Daisy J.	Davidson, H. Bruce
Briggs, Sadie I.	Cormutt, Olive	Davidson, Laura
Bark, Helena C.	Curtis, Miram H.	Day, Elizabeth
Barker, Helen	Coleman, Harry E.	Duncan, Francella
Briggs, A. L.	Chase, William	DeVore, Ben F.
Barnes, Beryl B.	Cornutt, Alfred W.	Dealey, Josie E.
Breithaupt, Clara M.	Cornutt, Alfred E.	Deary, Kate K.
Barr, E. Nilla	Crosby, Nellie M.	Daley, Patrick H.
Blyou, John N.	Casteel, R. Reece	Dein, Francis A.
Brodie, David A.	Carothers, Elizabeth	DePeat, Kate
Butler, Lora F.	Cornell, Daisy P.	Darby, S. Dilla
Bayles, Maud	Collins, Mary	Duncan, Clara
Blain, Lizzie L.	Crowly, Ada K.	Dugan, Sister Mary
Brandon, Lucie	Cowan, Nellie M.	Donnor, Pearl A.
Breckenridge, Edna	Chapman, Clara M.	Doughton, Bynam B.

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Dodge, Rosa
 Dise, Millie M.
 Day, Nellie M.
 Doughy, Edwin R.
 Davis, Dollie R.
 Davis, P. W.
 Donlon, Caroline F.
 Day, Frances B.
 Dixon, Luella
 Davidson, Stella
 Dotson, Henrietta
 Dorris, Benetta
 DeVore, Maud
 Darby, Laura M.
 Davidson, Bertha
 DeWitte, Martha
 Dunn, Eleanor E.
 Elmer, Adolph D. E.
 Edmunds, E. E.
 Eckersley, Alice E.
 Elkins, Ida
 Edmiston, Isora
 Epple, Lillian
 Eaves, Anna R.
 Edwards, Frank C.
 Edmundson, John M.
 Emmett, Frank
 Fouts, Naomi
 Fulkerson, Pearl
 Farr, Carrie C.
 Forrest, Althea
 Fay, Lillian C.
 Foster, Maggie M.
 Fielder, Julia C.
 Faxon, Elnathan S.
 Finley, Edna
 Frauey, Mary E.
 Froot, George
 Flavia, Mary
 Griffith, Mary E.
 Grousbeck, Gertrude L.
 Goodrich, Luke LaDore
 Ginn, Maggie
 Gardner, Arthur E.
 Garrett, John R.
 Gilson, May
 Green, Ella E.
 Gay, Grace O.
 Geer, Musa C.
 Gardner, Laura M.
 Garner, Ruth E.
 Geraldine, Mary
 Gardiner, Lola L.
 Green, Nora B.
 Gilmore, W. A.
 Gillespie, Pearl
 Gilbert, Mary
 Hefty, Grant
 Hill, Marguerite
 Heinz, Emma
 Humphrey, Lucy E.
 Holland, Ida H.
 Howe, S. L.
 Hughes, A. B. W.
 Hawkins, Marvin O.
 Higgins, Lester
 Hibbard, Helen
 Harvey, J. A.
 Higley, Cecilia
 Hogevall, Swann
 Hardy, Maud M.
 Hunter, Byron
 Heffebower, Ernest
 Hill, Sadie J.
 Harrington, Minnie M.
 Haley, Eldon M.
 Holt, Victor L.
 Heane, Delphena
 Haley, George J.
 Home, Susie W.
 Harlan, Edna M.
 Holt, Allen T.
 Hodes, Minnie L.
 Hamflton, Bessie
 Hill, Inez
 Hiron, Asa P.
 Hanson, Lida Z.
 Hefty, Pearl S.
 Haskins, Francis S.
 Holgate, Helen R.
 Hanna, Willametta
 Hanson, George
 Hulin, Aversa M.
 Hanna, Herbert R.
 Hemenway, Fannie D.
 Heslin, Mary C.
 Hurley, Gus A.
 Hanna, Kate E.
 Harris, Ida M.
 Holt, Zora E.
 Ireland, Effie M.
 Ireland, O. D.
 Johnson, Alfred A.
 Johnson, Grace
 James, Metta G.
 James, Jerusha C.
 Jolin, Rhoda E.
 Johnson, V. V.
 Jackson, T. J.
 Jamen, Cornelius N.
 Johnson, Carl H.
 Keen, Divensie M. J.
 Kirkpatrick, Earl
 Keeley, Emma V.
 Kramer, Emma
 Kerley, Frank M.
 Kendal, Frank
 Kidder, A. B.
 Kern, Edith L.
 Kretman, May
 Kuhn, Syra E.
 Kuney, Inez
 Knapp, Luella M.
 Klum, Hypatia
 Keene, Clarence W.
 Lemley, Adda E.
 Leonard, Charles H.
 Lilley, May B.
 Leland, Lester M.
 Lynch, Martha L.
 Lyford, Carrie A.
 Linville, Bertie
 Landen, Emma
 Long, Elsie
 Lee, Daisy
 Locey, Mary B.
 Logan, Everett
 Lacy, W. B.
 Lans, Eva M.
 Lindsley, Lula F.
 Lilly, Horace
 Luce, Ruie
 Luenberger, Louise
 Linville, Mildred
 Lilly, Edith
 Marsh, Willis E.
 Mulkey, Wilbur E.
 Marsh, Charles H.
 Markle, Lydia T.
 Moorhouse, Augusta
 Moorhouse, Celestine
 Morrison, A. D.
 Mills, Alma
 Million, Mary E.
 Mack, Herschel L.
 Markham, William
 Major, Genevieve
 Moherweis, John
 Mitchell, Maud
 Mose, Josie A.
 Mast, James
 McCue, Kate A.
 McCarthy, Charles F.
 McCulloch, Julia X.
 McCarthy, Mary
 McCune, Amelia
 McCully, Roma A.
 McKercher, William
 McDole, Adelaide
 McCune, Kate B.
 McKinley, Roslyn
 McCloskey, Minnie E.
 McCullough, Mary Ina
 Mackey, Gertrude E.
 McCue, John
 McKercher, Florence
 McClure, Charles E.
 McCune, Joseph G.
 Nash, Eva A.
 Nash, Mazie
 Nelson, Mabel C.
 Newland, Charles
 Nelson, Annie L.
 Nighswander, Myra E.
 Newton, Janie
 Nash, Doretha
 Nosler, Claude
 Nash, M. Anna
 Newton, Emery J.
 Oren, Lewis R.
 Olsen, Anna
 Owsley, Charles L.
 Powell, Anna S.
 Pender, Albert E.
 Pickle, Clara
 Pooler, Catherine
 Phillips, Grace
 Parker, Mary M.
 Parker, Lura V.
 Prescott, Lura M.
 Porter, Mary K.
 Peery, Edward C.
 Parrish, Estella
 Palmer, Lizzie
 Peed, William W.
 Paddock, Stella M.
 Pool, Alice M.
 Proebstel, Christine
 Parrish, William E.
 Phillips, Clyde M.
 Patrick, Mary
 Page, Ella
 Percival, Camilla
 Porter, Charles G.
 Quinn, Charles
 Rogers, Merle
 Kowley, Belle C.
 Reed, L. May
 Riddell, Maggie
 Rogers, Frank
 Roe, Carl
 Robe, Herman L.
 Ray, Lulu
 Rogers, Frank
 Ross, William H.
 Reint, De Neui Simon
 Reeves, Kantippe
 Reynolds, John W.
 Randall, Ada M.
 Rinehart, Nellie M.
 Read, William
 Reid, Mabel E.
 Ross, Isabel
 Randle, George H.
 Read, Lilly M.
 Ragsdale, William
 Richards, Lura V.
 Roberts, Anna Mary
 Ray, Gordon C.
 Ranzau, Sarah

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION. 139

Ringo, R. Ellis
 Stewart, John D.
 Smith, Samuel P.
 Shumaway, Alva K.
 Siminton, C. A.
 Speer, Hattie A.
 Sneddon, John B.
 Steen, Willamette
 Savage, Alice
 Smith, Alice M.
 Stafford, Clara M.
 Smith, M. Alice
 Smith, Julia A.
 Staats, Ernest W.
 Smith, May C.
 Swan, Mattie E.
 Scofield, Ida R.
 Sleep, Samuel J.
 Shedd, Bertha
 Smith, William A.
 Stemler, Milton O.
 Stafford, Grace
 Sister Ann Maria Lamont
 Schlack, William S.
 Smith, Victor H.
 Sheean, Nora
 Savage, Lincoln
 Skelton, Winna A.
 Sackett, Lillian D.
 Smith, Mary E.
 Sutton, Gertrude
 Stephenson, Edith
 Smith, Jennie
 Smith, Grace
 Shelby, Eugenia

Simmons, V. Esther
 Spangler, Martin L.
 Seward, George L.
 Smith, W. Carlton
 Shepard, Agnes E.
 Tilton, C. Frank
 Thompson, Lydia L.
 Thomson, Phebe
 Talcott, Frederick W.
 Talcott, Murill B.
 Thompson, Effie A.
 Thomas, Olive
 Taylor, Clyde H.
 Theil, Arthur A.
 Thornton, Lulu C.
 Tallman, Charles P.
 Thomas, Elsie M.
 Thomas, Edward L.
 Thomas, Ina E.
 Thompson, Lydia
 Theil, Mary M.
 Thomas, Helen E.
 Tunstall, M. Zurilla
 Vining, Irving E.
 Van Winkle, Gertrude
 Van Winkle, Carrie
 Vernon, Janie
 Walt, Elizabeth C.
 Wilson, Daisy
 Wade, Charles E.
 Whitmore, Ernest
 Watts, Marville
 Whitaker, Bertie
 Wolf, Elizabeth H.
 Wright, Josie

Wood, Eva L.
 West, Daisy E.
 Wann, W. Asbury
 Watson, S. Angeline
 Wells, Stella
 Wright, Josie
 Willis, Effie
 Willis, Pearle
 Weed, Charles J.
 Wade, Emma J.
 Wolcott, Letitia A.
 Willis, Lena
 Watson, Hilda B.
 Washburn, Elmer E.
 Watters, Edgar B.
 Wilson, Daisy
 Williams, W. C.
 Wood, Zella E.
 Williams, Bertha A.
 West, Rose
 Welch, Annie
 Withers, Emma
 Wood, Marion F.
 Woods, Julia
 Walker, Mary L.
 Ward, Ida E.
 Wilson, Minnie A.
 Wright, James G.
 White, Mella
 Wilkins, Maude
 Wood, Arthur E.
 Wright, Mattie
 Warrner, Emma M.
 Woods, Pearl A.

STATE DIPLOMAS.

From March fifth, eighteen hundred and ninety-four, to July first, eighteen hundred and ninety-six.

Andrews, Richards S.
 Adams, Thomas H.
 Alexander, M.
 Allen, James W.
 Anthony, Jennie J.
 Aitken, Mary
 Buxton, Mary E.
 Bradley, Julia B.
 Brannan, Annie M.
 Bonser, Eva I.
 Brown, C. I.
 Butterfield, Mrs. N. S.
 Blundell, J. E.
 Bassett, Eva
 Burleigh, J. F.
 Bondurant, G. W.
 Brown, Mrs. Fannie E.
 Bittle, Thomas W.
 Ball, Henry A.
 Byland, O. H.
 Bragg, Edgar E.
 Beamis, Ellen M.
 Bennett, Laura B.
 Bynam, Melvin C.
 Bonebrake, C. O.
 Brown, Mrs. O. C.
 Bonner, J. Todd
 Bingaman, Mrs. W. A.
 Bradshaw, Caroline P.
 Barklow, J. H.
 Batterson, William
 Brewster, Luella P.
 Beardsley, Jennie E.
 Baltimore, Olive M.
 Cyrus, C. B.
 Collins, J. H.
 Cox, Mark T.

Collison, Mayme
 Coke, Hugh M.
 Case, L. C.
 Cannon, Nora G.
 Couch, Leonard
 Case, Sherman
 Clark, Mae
 Craig, Austin
 Conklin, E. B.
 Cantrall, Miles
 Crain, Anna D.
 Coleman, Rose B.
 Coleman, Laura B.
 Capwell, Julia
 Chase, William F.
 Cronkite, Grace
 Cheney, Zella R.
 Chamberlain, May
 Colby, Mellie
 Chase, Mrs. Ines
 Cooke, Grace
 Callison, Lena
 Conley, J. C.
 Conlee, Olive.
 Combs, A. B.
 Cane, Frederick
 Davis, Hattie H.
 Day, Alida
 Dayton, Ida A.
 Doorien, J. T.
 Darling, F. M.
 Davidson, Mary
 Davis, J. F.
 Dickenson, Helen W.
 Downing, Birdie E.
 Davis, T. T.
 Davis, J. A.

Downing, Elizabeth E.
 Dealey, Mary E.
 Eddy, Phebe E.
 Elliott, Dora F.
 Edmiston, Isora
 Epple, Carrie L.
 Flinn, Maggie E.
 Foss, Mattie
 Fletcher, Elsworth B.
 Flinn, Orpha
 Freeman, I. L.
 Freeland, E. A.
 Feuscher, J.
 Fleming, H. T.
 Forrest, Estella W.
 Frizzell, Edith
 Ford, J. R.
 Fortmiller, Anna
 Foster, Mrs. Beatrice G.
 Fitzgerald, C. B.
 Garner, Mary
 Ghormley, F. M.
 Galloway, Elva
 Geer, Lester
 Goin, V. B.
 Gary, T. J.
 Gavin, John
 Garland, Mrs. A. J.
 Gaddis, L. Belle
 Gantenbeib, J. Edwin
 Grimes, W. J.
 Henley, Edna
 Hamlin, Mrs. H. P.
 Hamlin, Frank B.
 Hoyo, Mrs. L. D.
 Harwood, Lillian
 Hankins, Mollie

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Hawks, R. O.	Martin, Clara M.	Snyder, Perry A.
Hall, Carrie S.	Matthews, Leonard R.	Saxton, Mrs. D. H.
Harrington, Lulu	Maun, Lulu J.	Stauf, Emma
Hodgkins, John S.	Mellen, Allena	Stupp, Neal
Hanson, John H.	Manning, V. A.	Strain, C. P.
Halstead, Mabel	Mosher, E. H.	Starkweather, Ida
Hall, Joseph O.	Myers, F. A.	Scott, Charles L.
Howe, George L.	Myers, Mrs. F. A.	Sanders, A. M.
Heckman, H.	Matthews, W. A.	Saling, William L.
Helney, Anna	Montagne, Jennie E.	Sauber, Lorinda M.
Helmar, Cassie	Macy, Ella	Spores, Mrs. Emma D.
Hargreave, Richard	Mills, Jesse W.	Shearer, Josephine M.
Hastings, Josephine	Moore, James	St. Helen, Mrs. O. V.
Harrin, C. J.	Moore, Mary B.	Sherpard, Madora
Hughes, R. S.	McAdams, Nellie C.	Sackett, Carrie L.
Hartwell, Louie	McCormick, Lena	Sutton, William M.
Irwin, Mrs. George H.	McBrown, Elmer	Sherill, S. C.
Jones, S. J.	McGhee, W. A.	Strayer, F. J.
Jenkins, Edward	McKay, Mrs. Margaret	Sedgewick, Ellen
Joseph, Eva V.	McFadden, Jane R.	Shiveley, Kathryn M.
Johnson, Etta	McLean, Agnes M.	Swan, W. T.
Jackson, Mrs. Theresa	Nolin, John F.	Smith, B. D.
Jones, Nellie	Newton, Miss Drana	Sayer, May
Jackson, W. L.	Norton, Mrs. E. J.	Smith, George W.
Jeffrey, Anna	Orth, Gertrude A.	Taylor, Julia M.
Kinnicut, F. C.	Patterson, J. T.	Turney, Agusta
Kyser, Walter I.	Pickle, Adele J.	Truelove, Z. T.
Kent, Anna	Parker, A. W.	Tyree, Hiram
Keady, Verna	Passamore, Mary	Tuggle, Sarah
Kelley, F. G.	Parrott, Lizzie	Vincent, F. R.
Kraps, J. J.	Parrott, Abbie	Van Vleet, L. Mae
Kane, Mrs. Esther	Peck, Mrs. Kezia B.	Weiss, Uriah F.
Leisman, H.	Padden, Kate E.	Wilson, Mrs. Hattie
Loder, W. F.	Pittinger, Mrs. Mary N.	Williams, Margaret
Leach, Camilla	Ramsey, Linna	White, H. H.
Lilly, Jennie	Rhinehart, T. B.	Welch, Laura H.
Lee, Herbert	Redmond, Marguerite C.	Wood, Warren A.
Lane, Charles E.	Reed, Lottie	White, Lizzie R.
Laws, Maggie M.	Robb, Mrs. J. M. C.	Welch, Jessie M.
Lambson, Mrs. Nellie H.	Rockwell, Marie	Wells, Sadie
Latourcette, Lyman E.	Reynolds, W. I.	Widmer, Joseph M.
Limbocker, Jennie	Roberts, Ida	Woodward, Lucy L.
Leatherman, C. B.	Race, Mrs. E. C.	Warren, Emma C.
Lynch, Dora B.	Rogers, Fred R.	Wilson, George C.
Liggett, L. N.	Ritner, Ethel	West, Mary L.
Lowrey, Anna V.	Read, Annie	Winches, Arthur
Leonard, Maggie	Rosenberg, Mrs. Mamie	Williams, Mary L.
Launer, S. Edward	Royal, Carrie L.	Wise, Mrs. W. E.
Launer, Mollie B.	Richards, Mrs. E. E.	Wheeler, Jewell C.
Lockwood, Charles J.	Rowen, Jennie E.	Wright, F. W.
Long, Annie	Shearer, Josie	Wilson, Mrs. Mary
Lowe, A. U.	Strange, Eula	Winters, Cora A.
Logan, J. C.	Stanley, J. H.	Wood, W. W.
Laramore, J. R.	Smick, Mrs. Helen G.	Wight, Katie E.
Lausden, Etta	Storts, Mrs. Emma	Wentworth, Eva
Martin, Jesse	Swink, R. W.	Young, Ella M.
Mast, Sallie	Smith, Fred Ross	Young, W. A.
Murdock, Mrs. H. F.	Slater, Olive A.	Young, Anna
Marks, Bertha I.	Sharpless, Della P.	Young, Carol C.
May, David F.	Stewart, F. A.	

STATE CERTIFICATES.

From March fifth, eighteen hundred and ninety-four, to July first, eighteen hundred and ninety-six.

Abbott, Henriette E.	Alexander, J. D.	Boyer, I. D.
Allphin, Mrs. A. J.	Beals, Mrs. L. B.	Bales, G. W.
Alembaugh, Rose	Bonser, Eva	Buoy, Mary
Adamas, Archie R.	Boyer, Mrs. I. D.	Barth, Bertha S.
Aldridge, D. W.	Blum, Mrs. Ettie	Barr, John M.
Allen, Mrs. A. L.	Burke, Mary	Bear, W. H.
Adams, Archy	Barklow, J. H.	Bailey, Mrs. Jincy
Ambler, F. L.	Beard, Mrs. F. E.	Brumley, Laura
Allen, Mrs. Ora	Bunch, E. C.	Beebe, Adelaide A.
Alexander, Eunice	Beelr, Cleopatra	Baird, Agia
Anderson, Jennie	Bryan, Mrs. Minnie	Blacklaw, Anna
Allard, R. R.	Beatty, J. W.	Black, Lucy

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION. 141

Brown, Emma
 Bottler, Isabelle
 Buoy, Mrs. L. S.
 Bassard, G. A.
 Brooks, L. H.
 Braden, Julia
 Bilyeu, James A.
 Bonser, Eva I.
 Brooks, W. L.
 Bond, Eugene
 Butler, Cordelia
 Beach, Cora
 Bond, Harvey
 Bonner, J. Todd
 Brown, J. D.
 Bliss, Hattie
 Blakeley, Phinette
 Brewster, Luella
 Brown, Miss B. R.
 Bell, Mrs. J. L.
 Blough, John
 Blundell, Maud A.
 Boyd, Placidia E.
 Bristol, W. W.
 Balsiger, Fred
 Belknap, Anna J.
 Bayse, J. L.
 Brown, C. E.
 Blanchard, James F.
 Cleeton, T. J.
 Combs, A. B.
 Crouch, Edyth
 Coleman, Emma L.
 Caillon, Lena
 Chase, Will F.
 Chapin, Alice
 Cavana, Violet V.
 Cornelius, Lizzie
 Case, Melven C.
 Churchill, J. A.
 Copeland, Herbert W.
 Crain, Anna D.
 Couch, Mrs. May
 Clark, Addie
 Capps, J. S.
 Cobbs, A. R.
 Calef, Martha
 Calder, Mrs. Laura
 Cronkite, Grace
 Cronkite, H. M.
 Cochran, Rachel B.
 Cochran, J. H.
 Cooper, Mrs. S. L.
 Calavan, G. L.
 Curtis, Ed D.
 Connelley, O. B.
 Caldwell, Martha
 Conklin, T. W.
 Chandler, Kathrine A.
 Clarkson, Caroline F.
 Conlee, Addie
 Crow, Charles E.
 Cochran, Adona
 Campbell, Ida J.
 Dealey, Mary F.
 Dickinson, Nellie A.
 Daly, John D.
 Dickinson, Helen
 Dawson, Mrs. G. E.
 Darnell, S. S.
 Dillard, Horace A.
 Deskins, Emma
 Daggett, E. W.
 Dyer, Nellie W.
 De Vaney, S. A.
 Dunlap, Ella
 Durrette, C. W.
 Dickinson, Dora
 Dodd, Emma
 Dickinson, Rose E.
 De Lashmutt, Inez
 Dollina, Mrs. Flora M.
 Day, Francena B.
 Dunn, Susan
 Deach, Charles A.
 De Lap, C. R.
 Evans, Alice
 Epple, Carrie L.
 Everett, C. C.
 Everhart, Ida L.
 Frey, Charles
 Emmett, F. K.
 Ewing, Frances
 Foster, Ruby
 Fysh, Richard
 Fowle, Carrie
 Fraser, Mrs. J. L.
 Foster, Mrs. Beatrice
 Freeman, James A.
 Freeland, E. A.
 Flaughner, John M.
 Flaughner, Mrs. Belle
 Figg, Nellie
 Fitzwater, Bessie M.
 Fletcher, J. T.
 Fox, Norma I.
 Gordon, A. B.
 Graham, Winnie
 Griffith, Rose D.
 Grousbeck, Mrs. M. L. C.
 Gordon, Hattie L.
 Graham, Mrs. Maude
 Gibbs, Mrs. Grace T.
 Grimes, W. J.
 Griffin, Lizzie L.
 George, Mrs. S. K.
 Gebhardt, Albert E.
 Gaddis, Mrs. L. Belle
 Griffiths, Madge E.
 Gregory, G. A.
 Gordon, W. F.
 Guerin, William S.
 Goodwin, M. Estella
 Geer, Minnie
 Guild, Nettie
 Goin, Mrs. Jane C.
 Gray, C. L.
 Howard, Della B.
 Hayes, J. E.
 Hall, Charles E.
 Hutchinson, R. C.
 Heron, Mrs. A. Y.
 Holm, R. F.
 Harwood, G. L.
 Hargreaves, Richard
 Harwood, Lillian
 Hartwell, Lou
 Harris, Mrs. Ella J.
 Hoffman, J. L.
 Hunt, Mrs. Arzala
 Hensel, Mrs. E. Belle
 Helmar, Carrie
 Hill, Mrs. Drake
 Harris, Mrs. Emma
 Haylock, John A.
 Hastings, Josie
 Hickinbotham, Miss A. J.
 Hathaway, Ed F.
 Harker, Miss Casey
 Hayes, Mrs. J. Q.
 Hensell, Mrs. L. M.
 Henry, Emilie A.
 Haynes, Celinda
 Hart, Winnie E.
 Herrin, W. C.
 Hogue, Mrs. Mayme E.
 Hill, Ella L.
 Hampton, Mary L.
 Huden, Mrs. Belle
 Hendrickson, G. M.
 Hart, N. Adda
 Hill, Nelly M.
 Hall, Anna M.
 Hodson, C. A.
 Hendricks, G. O.
 Herbert, Lottie E.
 Hainer, Mrs. Maggie
 Holston, Violet E.
 Howe, H. L.
 Hinman, Ester
 Harker, Clara
 Halttinger, Theresa M.
 Haettinger, Clara A.
 Huff, G. R.
 Harer, Emma
 Hembree, Rose
 Harrison, May
 Harwood, Gertrude
 Hall, George A.
 Hawley, Mrs. W. R.
 Hinman, E. S.
 Hinkle, J. T.
 Hines, Bernam G.
 Howard, Lillian
 Harrington, Ruth
 Harrington, Lou
 Hotzell, Mrs. Lena
 Jonsey, Jane L.
 Jackson, W. L.
 Jordan, George
 Johnson, F. M.
 Jones, Nellie M.
 James, Anna M.
 Jones, Ada M.
 Jeffrey, Anna
 Kelley, Mary A.
 Kelley, E. F.
 Karten, Mrs. M. E.
 Krager, Carrie
 Kelley, Phebe
 Keeney, Silas
 Kahler, Albrun
 Kennedy, Emma
 Lyons, Lettie
 Lemley, Mrs. Vina
 Leonard, Mrs. Elizabeth
 Launer, S. Ed
 Long, Anna
 Lincoln, Belle
 Lansdon, Etta
 Lilley, George
 Lowrey, Mrs. Anna V.
 Launer, Mollie D.
 Lewis, J. G.
 Ladd, Alfred
 Lang, Mrs. W. W.
 Lec, Mattie
 Larsen, Jennie M.
 Lee, Joseph T.
 Liston, E. H.
 Lewis, Charles
 Lees, W. E.
 Leach, A. D.
 Light, Cora E.
 Love, J. E.
 Leonard, Maggie E.
 Lashier, F. A.
 Larimer, Mae
 Lammers, Esmeralda K.
 Mullen, Clement W.
 Morgan, Mrs. Lucinda
 Montague, Miss J. E.
 May, Mrs. Carrie
 Miller, D. A.
 Mitchell, Mrs. W. II.
 Millican, Agnes
 Milligan, B. L.
 Martin, Mrs. Amy T.
 Martsers, Fanny G.

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Morey, Clara G.
 Mendenhall, F. E.
 Myers, Anna A.
 Maxwell, O. C.
 Moses, Winnie
 Mulkey, Alice
 Miller, Lizzie M.
 Magers, C. E.
 Mansfield, Mrs. Clara
 Merrill, Maggie
 Mess, P. W.
 Moore, Miss M. B.
 Miller, Binger H.
 Morrison, Mrs. L. C.
 Matlock, Agnes
 Margason, E. G.
 Miller, Mrs. Lillie
 Munsey, E. E.
 McKinney, Miss S. H.
 McDowell, Alpha
 MacFadden, Jane R.
 McNary, Mattie
 Mcintosh, Addie
 McQueen, William
 McMahon, M. H.
 McCann, Margaret
 McArthur, Foster J.
 McCoy, Sarah
 McKinley, Mary M.
 McFadden, A. L.
 McDonald, Jean
 McDevitt, Ruth
 McAuley, George F.
 McBrown, W. W.
 McClure, Mrs. Martha R.
 McQuinn, Carrie C.
 McCormick, Bertha
 Neeley, Mrs. M. G.
 Norris, Lillie M.
 Neeley, Mrs. M. M.
 Norville, J. R.
 Nauman, George P.
 Nickerson, Helen
 Nickerson, Nora
 Neil, Mrs. Nellie G.
 Nagle, F. M.
 Ortschold, Mrs. Viola
 Orth, Gertrude A.
 Parrott, Abbie
 Parrott, Lizzie
 Pillette, Antoinette
 Phirman, Salina
 Porter, Lucy C.
 Patterson, W. J.
 Porter, A. M.
 Pitman, Emma
 Pedicord, W. J.
 Parker, E. R.
 Peterson, G. W.
 Porter, Alice D.
 Powers, James W.
 Packer, Mrs. B. M.
 Pintler, Wilbur N.
 Porter, Mrs. R. E.
 Prentiss, G. A.
 Peed, William W.
 Procter, Mrs. D. H.
 Pittinger, Mary M.
 Powers, W. R.
 Reece, Miles
 Rowen, Jennie
 Rosman, R. A.
 Richardson, Mrs. Lucinda
 Race, Mrs. E. C.
 Richardson, Mrs. J. G.
 Robertson, Mrs. Estelle
 Robinson, M. Alice
 Read, Annie
 Roup, W. H.
 Rich, Inez A.
 Royce, Charles
 Ross, Anna S.
 Roberts, Charlotte F.
 Ross, Isabel
 Root, I. L.
 Rosenberg, Mrs. Mamie
 Rodschow, Julia
 Rhodes, Edwin
 Snell, C. P.
 Spores, Rena E.
 Strayer, J. F.
 Spoon, William E.
 Sedgewick, Ellen
 Strain, C. P.
 Savage, B. F.
 Sifers, E. L.
 Strahan, Emily
 Shiveley, Katherine
 Sayer, May
 Stratton, Marion N.
 Spores, Mrs. Emma D.
 Spencer, H. M.
 Stanton, D. E.
 Shiveley, Kathleen
 Shepard, Mrs. Maora R.
 Spencer, Julia E.
 Stanley, Mrs. Belle C.
 Scherrill, S. C.
 Starkweather, Ida
 Sutton, William
 Slayback, Ella
 Shomaker, I. B.
 Skinner, A. W.
 Stewart, John D.
 Scott, Mrs. Mollie B.
 Stanton, Mary L.
 Sanford, W. S.
 Stewart, Matthew
 Sackett, Carrie
 Stalker, Lucile
 Scott, Emma
 Springer, James
 Sutton, Mrs. W. M.
 Smith, J. T.
 Schneek, Mrs. Ella
 Smith, Charles E.
 Sackett, Mrs. E. M.
 Shipley, A. J.
 Shirley, Mrs. Lillian
 Sherman, M. O. Ella
 Seigmund, A. R.
 Swann, Velna
 Spaulding, Mrs. Alice M.
 Strang, D. P.
 Sullivan, S. W.
 Tuggle, Sallie
 Thorpe, Thomas J.
 Tillitson, Mrs. Hattie
 Taylor, Jennie
 Taylor, Frank C.
 Tryer, L. E.
 Tuck, Mrs. F. L.
 Thomas, Robert H.
 Taylor, Helen M.
 Templeton, Iva
 Tiffany, Mrs. E. M.
 Toombs, L. J.
 Taylor, John S.
 Tibbetts, J. E.
 Taylor, Clyde H.
 Thurston, E. C.
 Tittle, Mrs. L. M.
 Thomas, Etta O.
 Van Vleet, T. S.
 Vincent, F. D.
 Van Wagner, Mary
 Vaughn, Blanche
 Vernon, T. B.
 Vaughn, Gertrude
 Vincent, S. R.
 Vonder, Iren Florence
 Vaughn, Cora M.
 Wilson, George
 White, Mrs. Orie H.
 Wells, Mrs. Anna H.
 Wood, N. C.
 Weed, Flora E.
 Wight, Katie E.
 Wilson, Mrs. Mary E.
 Wheeler, Ella
 Welch, Noah
 Williams, P. A.
 Waite, Douglas
 Woodrum, Carrie D.
 Wasson, C. W.
 Watson, Mrs. Jennie E.
 Wren, Etta
 Williams, Anna
 Warner, Celia C.
 Wise, Laura
 Walker, Jesse G.
 Wirt, J. B.
 Weddell, P. M.
 Warner, E. F.
 Warbinton, Mrs. Sadie
 Watson, Etta
 West, George H.
 Wadsworth, W. W.
 Wells, Bess M.
 Wentworth, Eva
 Woodbury, Mrs. Ulyssa
 Wilkerson, R. A.
 Wood, Lydia
 Wright, Emma
 Walker, Mrs. C. E.
 Willins, Grace
 Watson, Mrs. J. E.
 Worstell, D. P.
 Wood, Mrs. Flora A.
 Wintermantle, Hettie
 York, Ida

PUBLIC EXAMINATIONS.

County and state examinations have been held quarterly, and lists of questions have been prepared by members of the state board of examiners, forwarded to the department of public instruction, when they were reviewed, printed, and supplies of the same were regularly sent out to the several examiners under seal. A list of each grade of questions is given below to indicate the standard required of persons desiring to enter the public-school service as a teacher.

QUESTIONS FOR TEACHERS' COUNTY EXAMINATION.

PREPARED BY THE STATE BOARD OF EXAMINATION, AND CONDUCTED
BY THE COUNTY BOARD OF EXAMINERS.

February twelfth, eighteen hundred and ninety-six.

1. The county board of examiners shall be composed of the county superintendent and two competent persons appointed by the county superintendent.
2. Two members of the board shall constitute a quorum for the transaction of business.
3. The county board of examiners shall hold regular public quarterly examinations of applicants for teachers' certificates on the second Wednesday of February, May, August, and November, beginning at one o'clock p. m.
4. The county superintendent shall give at least ten days' notice of all meetings for examination.
5. All questions for the quarterly public examinations will be forwarded in due time to each county superintendent, who shall have exclusive charge of said questions until the examination is commenced; and the questions shall not be opened except in the presence of the board of examiners, and before the whole class of applicants.
6. All applicants must be present at the opening of the examination, and no applicant shall be admitted after the opening.
7. An applicant who is a stranger to the county superintendent must furnish satisfactory written testimony of good moral character from two or more persons.
8. No textbook, reference-book, nor memorandum shall be allowed, and there shall be no communication between applicants during examination.
9. All applicants shall begin a given subject at the same time, and no recess shall be taken until the subject is completed.
10. No applicant shall leave the room during the examination, except by permission of the chairman.
11. Applicants shall write answers to correspond with questions, giving due attention to capitals and punctuation. Only the answers to questions shall be written.
12. All applicants must indorse their papers with their number and the name of the subject and the date of examination; and all entries on the record-book kept by the county superintendent for this purpose shall be made on these numbers only. The names of the applicants shall not be entered upon the register until the close of the examination, but shall, with the number and the name, be entered at the beginning of the examination on the blank cards, which shall be kept in a sealed envelope until the close of the examination.
13. No member of the board shall communicate to any one the standing of any applicant on any study during the examination.
14. Three grades of certificate may be issued by county boards of examiners. To obtain certificates of the first grade, the applicant must answer at least ninety per cent. of all the questions asked, and shall not fall below seventy per cent. in any branch. For second grade certificates, the applicant must answer eighty per cent. of all the questions asked, and shall not fall below sixty per cent. in any one branch. For third grade certificates, the applicant must answer seventy per cent. of all the questions asked, and shall not fall below forty per cent. in any one branch. A fee of one dollar is charged for all certificates received at public examinations, which is paid to the county school superintendent, and must be credited to the county institute fund.
15. If, in any case, the county superintendent has not been supplied with a sufficient number of lists of quarterly examination questions, he may write the questions upon the black-

board or give them orally to the class. The several topics may be taken up in such order as may be determined by the board of examiners. Orthography is generally the first subject given.

16. In spelling, recognize both Webster's and Worcester's dictionaries as authorities; and when there are two ways of spelling a word, accept either.

17. If an oral examination be given in reading, English grammar, or theory and practice of teaching, make due allowance for differences of opinion. The oral examination in grammar should be principally devoted to methods of teaching language lessons in primary and mixed schools. The oral examination in reading should be exclusively on those methods of teaching the art of reading best adapted to the grades in which the applicant intends to teach. The oral examination in theory and practice of teaching should be wholly confined to *methods of teaching*. All oral examinations on the above branches must be supplementary to the printed list of questions herewith submitted. It is expected that applicants will furnish written answers to the printed questions given on said topics. If the members of the board of examiners be greatly pressed for time, and deem the same necessary, they may give an oral examination in mental arithmetic, using the printed questions given in the current list.

18. If but *five* printed questions be given in any one branch, fifty per cent. of the credits may be determined from the composition and general execution of the papers.

DIRECTIONS AND QUESTIONS FOR APPLICANTS.

1. Write your full name, age, postoffice address, and the date.
2. How many months have you taught?
3. Did you attend the last teachers' county institute held in the county in which you reside? If not, why not?
4. What books have you read on the subject of teaching?
5. Do you take a school journal?
6. Number your answers to correspond with the questions, and give due attention to capitals and punctuation.
7. Will you obey the requirements of the law set forth in section 20 of the Oregon school laws?
8. No communication nor reference to books or memoranda permitted during the examination. Write carefully, spell correctly, and write a full analysis of all examples in algebra.
9. Every applicant examined must subscribe to the following: I do hereby certify that prior to the examination I had no knowledge of the questions proposed, and have neither given nor received any aid during the progress of the same. ————, [Name of applicant.]

PENMANSHIP.

1. What are the principal subjects to which attention should be given in teaching the art of writing?
2. How many kinds of movements are generally employed in writing, and what are they?
3. (a) What is meant by a slant of 50 degrees? (b) What letters are about one space in height?
4. What is the unit for measuring the height of letters? The width?
5. What is meant by the analysis of letters? Analyze m, t, M.
- 6-10. As a specimen of your penmanship, write a letter—not less than fifty words—to a friend.

READING.

1. Make a list of the diacritical marks most in use, as follows: Vowels, eight; consonants, six; and illustrate the use of each by appropriate words.
2. Give a method for improving a faulty articulation.
3. What is transition? Emphasis? Modulation?
4. Mark the inflection in the following selection: "Do you hear it rain, Mr. Caudle? I say, do you hear it rain? Nonsense! You don't impose on me; you can't be asleep."
5. What is an elocutionary climax? Rhetorical pause?
6. Give two reasons for teaching reading in elementary schools.
7. What mental analysis on the part of the pupil is necessary before he can understand a paragraph?
8. Of what use is proper supplementary reading matter?
9. What is the educational value of pictures in textbooks on reading?
10. What proportions of time should be spent on matter and manner, respectively, in teaching reading in the fourth reader?

THEORY AND PRACTICE.

1. What is teaching? In what does it consist?
2. Distinguish between a "method" and a "device."
3. Illustrate how, in teaching to read, you "proceed from the known to the unknown."
4. Name five things which should be considered in assigning a lesson.
5. Name three requisites of a good programme of school exercises.
6. For what causes may a teacher suspend a pupil, under the state rules and regulations, and for how long?
7. Explain the "socratic" method. The "topic and answer" method. The "conversation" method.
8. Name suitable punishments for the following: (a) Profanity on the playgrounds; (b) truancy; (c) idleness; (d) insubordination. Show why the punishments are suitable.
9. Give five objects to be attained in class questioning.
10. What attention should be given to the plays of children? What is the educational value of proper plays?

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GEOGRAPHY.

1. Explain the terms: (a) Poles of the earth; (b) latitude of a place; (c) earth's orbit; (d) basin of a river; (e) a plateau.
2. Name the state in our Union in which rice is most abundantly produced? Cotton? Salt? Sugar? Cotton?
3. What and where is each of the following: (a) Sable; (b) Vancouver; (c) Lima; (d) Yukon; (e) Katahdin?
4. Name the mountain systems of the western continent, and give the names of all the countries of North America.
5. Locate five bays and three gulfs of North America.
6. Locate two principal cities of each of the following states: Pennsylvania, Ohio, Missouri, Oregon, Tennessee, California.
7. Name the principal productions of Spain, Ohio, France, and Japan.
8. What commercial advantages has New York City? Chicago? Baltimore? New Orleans? San Francisco? Portland, Oregon? Portland, Maine?
9. Explain the difference between a state and territory.
10. Name six of the highest mountain peaks in the United States and give their height.

GRAMMAR.

1. Illustrate in appropriate sentences the possessive, singular and plural, of Charles, poetess, ox, sheep, thief, mercy.
2. Correct the following: I expect he has tried to injure me. Seven men got killed by a falling rock. I have got no paper for my exercises. He learns his pupils to paint.
3. Give all the principal parts of the verbs of which the following are parts: Was, gone, fought, decide, talked.
4. Explain the following terms as used in grammar, illustrating each by an example: Voice, tense, person, case, predicate.
5. Of what does syntax treat? What do you mean by an idiom?
6. Give three rules for use of capitals. Define orthography, etymology, and prosody.
7. Give some nouns having no singular form. State the different ways of forming the plural of nouns, and give examples.
8. Give an example of a simple sentence. An example of a compound sentence.
9. Parse the words in italic in the following sentences: (a) *Did you tell me to go?* (b) *Let others praise thee.*
10. Analyze the following sentence:
He who from zone to zone
Guides through the boundless sky the certain flight
In the long way that I must tread alone,
Will guide my steps aright.

PHYSIOLOGY AND HYGIENE.

1. Name at least four involuntary muscles. In what does their structure differ from that of voluntary muscles?
2. Name and give the effects of at least three narcotics upon the human system.
4. Define arteries, veins, ventricles. How may severe bleeding be stopped?
5. Explain the use of the lungs.
6. What constitutes the nervous system? What is the cause of pain?
7. Tell what you can about carbonic acid gas and its poisonous effects. What is meant by oxygen and nitrogen?
8. Give experiments to show the composition of the bone. Describe the process of repairing a broken bone.
9. Value of the cuticle? Preservation of the teeth? When to bathe?
10. Effects of breathing expired air? How to ventilate schoolrooms? Bedrooms?

MENTAL ARITHMETIC.

1. State briefly such methods of teaching this subject as you have found of practical value.
2. If $\frac{1}{2}$ of an apple cost $1\frac{1}{2}$ cents, what will $\frac{3}{4}$ of an apple cost?
3. $7\frac{1}{2}$ is $2\frac{1}{2}$ times $\frac{3}{4}$ of how many times $1\frac{1}{2}$?
4. What is the time of day, provided $\frac{2}{3}$ of the time past noon equals $\frac{1}{3}$ of the time to midnight?
5. A earned $\frac{2}{3}$ as much as B, and B earned $\frac{1}{2}$ as much as C, and they together earned \$108; required the amount earned by each.
6. A can dig a ditch in 12 days, and A and B can dig it in 8 days; in what time can B dig it alone.
7. A hogshead of molasses was bought for \$20; 15% of it leaked out; how must the remainder be sold per gallon to gain 40% on the cost?
8. A's fortune added to $\frac{1}{3}$ of B's, which is to A's as 2 is to 3, being put on interest for 6 years, at 4% , amounts to \$124; what is the fortune of each?
9. $\frac{2}{3}$ of A's money is \$2 more than $\frac{1}{3}$ of B's, and they both have \$72; how much has B?
10. If 3 horses in $\frac{1}{2}$ of a month eat $\frac{1}{4}$ of a ton of hay, how long will $\frac{1}{2}$ of a ton last 5 horses?

WRITTEN ARITHMETIC.

1. Define notation, prime factor, quantity, unit of measure, trade discount, specific duty, usury.
2. What must be the width of a board 16 feet long, to contain $14\frac{1}{2}$ feet?

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3. How deep must a box be to contain 6 gallons, if it is 17 inches long and 12 inches wide?
4. Find the diameter of a circular island containing 5 square miles.
5. A certain room is 25 feet long, and 20 feet wide. How many feet is it from one of the lower corners to an opposite upper corner?
6. What is the face of a 60-day draft, at $\frac{1}{2}\%$ discount, that can be bought for \$750, money being worth 7%?
7. How much must I invest in United States 4% bonds at 110, to give me \$500 yearly income?
8. What is the edge of a cube whose entire surface is 5,400 square inches?
9. If 1,480 pounds of old rope cost \$23.12 $\frac{1}{2}$, how much is that per ton?
10. If I buy a certain mining stock at 52% below par, and sell it at 8% below par, what per cent. shall I gain?

UNITED STATES HISTORY.

1. What parts of America were first settled by Europeans, and in what year?
2. Name the rebellions that occurred in the early history of the colonies, and give the cause of each.
3. What states seceded from the union, and in what years?
4. For what purposes was the constitution of these United States ordained and established?
5. Give a brief account of the founding of Oregon, and the year of its admission as a state.
6. What was the Missouri Compromise Bill, and by whom was it prepared? What was the Wilmot Proviso?
7. Where was the first battle of the Civil war fought, and with what result?
8. Who were the Pilgrims? What was their object? What did they do?
9. When was Vera Cruz captured? When was New Orleans captured? When and to whom did Lee's army surrender?
10. What is the chief value of a knowledge of history?

ORTHOGRAPHY.

1. How many elementary sounds in the English language? Classify them and give the number in each class.
2. Give three rules of spelling, and an example of each?
3. Give the meaning of the following prefixes: Ad, con, in, per, pro, re, un.
4. How can good pronunciation, syllabication, and accent best be acquired?
5. Define a vowel. Name all the vowels. Define a consonant. Spell—

Narragansett	witticism	pedestal	voracity
bayou	vituperate	chaparral	unwarrantable
manzanita	tractable	Isaac	transatlantic
Tennessee	studiously	bronchitis	substitute
counselors	rightfully	alchemist	revolution
effusion	respectively	aluminous	potentious
agricultural	philanthropist	biblical	phonetic
bigamist	matriculate	calculator	mazy
blasphemous	magnetic	catalogue	lithograph
cactus	literate	challenge	January
carnival	intrusion	cleanliness	improvable
circumscribe	habitation	wonderfully	guidance
whimsical	Connecticut		

QUESTIONS FOR TEACHERS' EXAMINATION.

For state diplomas and state life diplomas, in compliance with the Oregon school laws; prepared by state board of examination, and conducted by county superintendents and state examiners.

February twelfth, eighteen hundred and ninety-six.

These examinations are to be held at the same time as the regular quarterly examinations; *provided*, the questions for the same are furnished by the state board of examiners.

RHETORIC.

1. Define rhetoric. Name and define its two principal divisions.
2. Give, with proper pronunciation, a sentence containing a restrictive adjective clause, and one containing an unrestrictive adjective clause.
3. Give three rules of the use of the comma, with sentence illustrating each; also, two rules for the use of the semicolon, with sentence illustrating each.
4. Give the steps in a good method of preparing a theme. Briefly outline a theme on "Oregon."

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5. Name three essential elements of a good style, and define each.
6. What constitutes good usage? Give three violations of good usage, naming each.
7. Name and define five figures of speech, giving an example of each.
8. What is a parody? A pun? An epigram? An epic poem? An elegy?
9. By what means may good style be cultivated?
10. Write an essay of not less than one hundred words, giving especial attention to punctuation.

THEORY AND PRACTICE.

1. What is education? Give its principal divisions.
2. Define induction, deduction, analysis, and synthesis.
3. What is the relationship between psychology and teaching? Upon what is all good method founded?
4. Briefly state the advantage and disadvantage of written examinations as tests for promotions.
5. Outline the steps in teaching primary reading by the word method.
6. In what year should a textbook in language be put in the hands of the pupil? What preparation should precede the use of the text?
7. How would you begin the study of geography? What aids would you use?
8. In the study of history, what advantages are found in the use of the topic method in recitation? What disadvantages?
9. Explain how the study of history may be made of value in the development of character.
10. What do you understand by "the spirit of the teacher?"

OREGON SCHOOL LAW.

1. State the law controlling the county superintendent in the formation of a new district.
 2. Give the duties of the county superintendent in holding the quarterly examinations for county certificates.
 3. At what time and for what purpose is the annual school meeting held in each district?
 4. In what two ways may a school district raise money with which to build a schoolhouse?
 5. How often shall a school clerk make a report to the county superintendent, and what effect does his failure to do so have upon the school funds designed for his district?
 6. Who employs the teacher, and what is necessary to make said contract legal and binding?
 7. State two reasons, for either of which, a school board might dismiss a teacher.
 8. State the duties of the teacher as laid down in the law (a) in regard to administration:
- (b) General work of the school.
9. What is the law regarding report to be made by the teacher: (a) To whom? (b) How often? (c) What are the legal consequences of a failure to make said report?
 10. State (a) how many county certificates and how many state papers may be issued: (b) What is the standing necessary for the several county certificates? (c) What is the standing necessary for state diplomas? (d) Who issues each class? (e) In what territory is each class valid?

PHYSICAL GEOGRAPHY.

1. Explain the relation of longitude to time. Give the causes for the change of seasons.
2. What is climate? Give five causes affecting climates.
3. Locate three rainless regions of the world. Why rainless?
4. Locate five inland lakes or seas without an outlet, and state whether the waters are fresh or salt, and why?
5. Explain the origin of winds and of tides.
6. What are isothermal lines? What are isobars?
7. Give some of the principal causes for constant oceanic currents? Why do the Gulf Stream and the Japan Current flow to the northeast? Why do the north polar currents flow to the southwest?
8. Compare the climate of Oregon with that of the Atlantic states in the same latitude. Account for the difference.
9. What are glaciers? How are they formed? What are geysers? Give the theory of geyser eruptions.
10. What are volcanoes? What are earthquakes? How do you account for earthquakes? Where are volcanoes most numerous? Why?

ENGLISH LITERATURE.

1. Give a sketch of the plot in one of Shakespeare's dramas.
2. Name three writers who lived at about the time of Goldsmith.
3. Mention three famous works of the period in which Goldsmith lived.
4. Give three reasons why Coleridge is famous.
5. Give a brief account of the nature of the writings of Charles Lamb. Name one of his essays.
6. For what is Wordsworth distinguished among poets?
7. Did Thomas DeQuincy write prose or poetry?
8. Briefly sketch the plot of some English or American novel.
9. Quote a stanza from each of two American poets.
10. Quote two lines from either Pope or Milton.

BOOKKEEPING.

1. Name and define the different systems of bookkeeping. Into what two classes are accounts divided? Define each.

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2. Name books used in single entry. In double entry.
3. Give rules for debiting and crediting each of the following: merchandise, interest, expense, commission.
4. What is a trial balance? What is an inventory?
5. Write a negotiable note. What are bills receivable?
6. Memoranda—
 August 1, 1895, sold John Smith, on account, 2 bags Mocha coffee, 180 pounds, at 24 cents; 40 gallons of molasses at 50 cents per gallon; 30 pounds of rice at 5½ cents per pound.
 Bought of James Brown, for cash, 300 pounds of cheese at 20 cents per pound; 250 pounds of butter at 15 cents per pound.
 Sold Thomas Jones, on his note, 30 days, 5 boxes of soap, 350 pounds, at 5 cents; 2 bags of coffee, 180 pounds, at 25 cents per pound.
 Make proper entries of the foregoing in daybook, cashbook, journal, and ledger.
7. Into what does loss and gain account close? When and how.
8. What is meant by closing an account?
9. Which is the most satisfactory method of keeping books, by single or double entry, and why?
10. When money is received for interest, what is made debtor and what creditor?

ALGEBRA.

1. Rationalize $\frac{1}{y} \frac{a+x}{a-x}$ to the denomination of T .
2. Reduce to its lowest terms $\frac{x^2 - 11x + 18}{x^2 + x - 6}$.
3. Find the sum of $\frac{1}{1-x^2} + \frac{1}{1-x^3} + \frac{1}{1-x^4}$.
4. Add together $\frac{1}{12}$ and $\frac{1}{27}$.
5. Find the value of $\frac{a^{-2}b^2}{ab - \frac{1}{2}}$ when a equals 3; b equals 4.
6. Solve the equations $x + y + z = a$
 $x + y - z = a - 2$
 $x - y + z = a - 4$.
7. What is the root of an equation?
8. Prove the binomial theorem. Do not go into details, but tell how it is done.
9. Write down the eighth term of $(1+z)^8$.
10. Three numbers are in geometrical progression. The sum of the first and third is 51. If the last be increased by 1 the sum is equal to the square of a number greater than the first by 4. Find the number.

GENERAL HISTORY.

1. Name six monarchies previous to the Persian empire.
2. Give a brief account of the founding and history of Carthage.
3. Give a brief account of the battle of Thermopylae.
4. Name the greatest Macedonian general, and his father.
5. Name the three successive forms of government in Rome.
6. What periods are generally called the Dark and Middle Ages? Give an account of the feudal system in Europe, its origin, growth, and influence upon the nations.
7. Give a brief account of the Crusades.
8. Name some of the important events in Queen Elizabeth's reign.
9. What prominent events in English history influenced the literature?
10. When was the edict of Nantes issued, by whom, and what did it secure? What is known as the Monroe Doctrine? What has recently brought this doctrine before the American people?

PHYSICAL GEOGRAPHY.

1. (a) Define physical geography. (b) How does physical geography differ from geology?
2. (a) Define longitude. (b) Name and locate the small circles on the earth.
3. (a) Describe the general distribution of volcanoes. (b) Give causes of volcanoes.
4. (a) What is a plateau? (b) Locate the great plateaus of the world.
5. (a) Describe volcanic, continental, and coral islands. (b) What is a reef?
6. (a) What is meant by relief of a continent? (b) How is climate affected by the relief?
7. (a) Describe the drainage systems of North America. (b) Discuss the continental structure of Europe.
8. Give origin of Japan Current, and Gulf Stream and trace them throughout their courses.
9. What causes a sea breeze? (b) Locate and give direction of trade, antitrade, and polar winds.
10. How are clouds formed? (b) Why are there no cyclones in western Oregon?

BOOKKEEPING.

1. What is bookkeeping?
2. Explain the difference between double entry and single entry bookkeeping.
3. What principal books are generally used in single entry? What is the use of each of them?

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4. Give rules for journalizing personal accounts.
5. What is meant by expense? Bills payable? Interest? Discount?
6. In double entry what accounts in the ledger close with a loss or gain?
7. Explain shipments and give rule for journalizing the same.
8. What is a draft? The object of it? Name the parties to a draft.
9. Charles Brown of Boston, Massachusetts, owes Robert Bruce of San Francisco, California, \$1,000, and James Hamilton of San Francisco, California, owes Charles Brown a like amount. The indebtedness of the two parties is settled by a draft. Write the draft.
10. Write the journal entries of the drawer, drawee, payee, in the draft just written.

COMPOSITION.

1. Define English composition.
2. Give four rules for the use of the comma.
3. Give two rules for the use of the semicolon.
4. Write a formal invitation and acceptance.
5. What is meant by Purity? Precision? Propriety? Perspicuity?
6. When should the following words begin with capitals: father north? river? he?
7. State, briefly, the requisites of a good style.
8. Write an outline of some theme that you may select.
9. Define synecdoche and personification. Give examples of each.
10. What is your method of teaching composition?

ENGLISH LITERATURE.

1. Define English literature.
2. With what date and event does English literature begin?
3. Which is the older, English prose or English poetry?
4. Tell what you can about Edmund Spenser's writings.
5. What is the influence of the better class of fiction?
6. (a) What are some of the best things written by Bacon? (b) By Scott?
7. What are the peculiarities of Macauley's style?
8. Who do you consider were the seven greatest American authors?
9. (a) Give five quotations from Shakespeare; (b) give three quotations from Benjamin Franklin.
10. Repeat the last sentence in the Thanatopsis.

GENERAL HISTORY.

1. Which nations of antiquity, outside of Greece and Rome, contributed most toward spreading and advancing civilization?
2. Name some of the principal dynasties and monarchs of the nations whose achievements entitle them to a place in history.
3. State the causes and results of the Greeco-Persian war.
4. Give a short account of the principal crusades.
5. What were the causes of the great reformation?
6. Who were the members of the House of Tudors? Which of them probably occupied the most important position?
7. State causes, principal events, and results of the French revolution.
8. Which two sovereigns of Russia stand preëminent among the crowned heads of that country during the seventeenth and eighteenth centuries? State your reasons for such classification?
9. Who was Count Cavour? Disraeli? Daniel O'Connell? Rousseau?
10. What can you say of the expansion of the principle of religious equality in England during the present century?

THEORY AND PRACTICE OF TEACHING.

1. What is your method of teaching orthography?
2. What is the influence of long recesses upon the morals of pupils?
3. How would you proceed to correct truancy?
4. About how many pupils in an ungraded school can a teacher properly manage? In a graded school?
5. Do you favor reading the bible in public schools? Give reasons for your answer.
6. Who are, in your opinion, three of the ablest writers on Pedagogy?
7. What is an instructor? an educator? a teacher?
8. State three laws of memory that the teacher needs to regard.
9. Why will a child comprehend much better what is told to him, or read to him, than what he reads?
10. What is meant by the organization of a school?

ALGEBRA.

1. Define algebra; (b) quantity; (c) number; (d) algebraic expression.
2. Define equation; (b) root of quantity; (c) involution; (d) polynomial.
3. Define exponent; (b) logarithm; (c) ratio; (d) arithmetical progression; (e) write and name all the signs of aggregation.
4. Simplify $(a + b)^2 - (a - b)^2 + \{3a - 7ab\} + b(a - b) - (2a + b)$.
5. Factor $x^4 - 144$; $4a^2 - 20ab + 25b^2$; $a^3 + b^3$.

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6. Solve $2 - \frac{7x - 1}{6} = 3x - \frac{19x + 3}{4}$.
7. When, between 4 and 5 o'clock, will the hands of a clock make a straight line?
8. Multiply $c^{\frac{3}{4}} - 2c^{\frac{1}{4}}$ by $c^{\frac{1}{4}} - 1$.
9. A farmer sold a horse for \$138 and gained on the horse the cost of as many per cent. as the horse cost dollars. Find the cost of the horse.
10. Expand by the binomial theorem to five terms $(a + b)^n$; also write the last term.

OREGON SCHOOL LAW.

1. From what source does the public school fund come?
2. (a) Between what ages are children entitled to draw public money? (b) Between what ages are children entitled to attend public school?
3. What is the substance of the school law as regards the observance of Arbor Day?
4. By what process of law may the boundary line between two school districts be changed?
5. What are four duties of the public school teacher?

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STATE SCHOOL WORK.

*EDUCATIONAL PROGRESS, STATE TEACHERS' ASSOCIATION,
JUDICIAL DISTRICT INSTITUTES, COUNTY INSTI-
TUTES, STATE INSTITUTES, ETC.*

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STATE SCHOOL WORK.

STATE UNIVERSITY.

The state institutions of a higher grade are worthy of the careful thought of the people. The State University at Eugene has made unusual progress in the last two years. The course of study has been made stronger. Other departments have been added, and the faculty greatly increased. Its advantages have been so placed before the public as to greatly increase the attendance. Boarding facilities have been provided, and now there is a demand for enlarged buildings. The literary advantages of this institution stand ready to meet all the demands for a higher education. It should be more generally patronized than it is. It should have all needed care of the state, and while nothing should be done in any way to hinder, it should have all the necessary help to make it first-class in every particular.

AGRICULTURAL COLLEGE.

The Agricultural College at Corvallis is the outgrowth of both state and national legislation. It is in name an industrial school, and to this end it is directing its energies. There are four departments of educational work. Two of them — the agricultural and horticultural — are the provisions of the general government, while the mechanical and literary departments are fit companions of said work. Congress had provided well for its maintenance, and the state is expected to provide the necessary buildings. It is the design of the board of regents that the interests so carefully considered by the general government shall be brought to the highest state of activity possible. Its literary features are ample to meet all the demands. While it does not propose to be an institution of classical grade, while its support comes from the general government, the state must provide ample buildings and grounds to meet all demands. The growth in the last two years has been such as to crowd the capacity of its buildings, and it seems imperative that the state shall in the near future provide additional buildings. Without them the institution must of necessity be greatly hampered, and the full use of national support cannot be realized. Special efforts are being made to advance the agricultural department. Experiments are being made in all phases of farming, and the student intending to learn the science of successful farming will feel that it is a noble phase of education. Much thought is given to horticulture, and a close observance and inquiry are being made in regard to the varied pests that are beginning to interfere with the growing fruit industry of the state. With such ability that Oregon has to raise the finest fruit, it is highly expedient that every fruitraiser should learn of the character of all of his enemies, and know how to overcome them. This institution is not a burden on the state, but is a marked blessing, and should receive the greatest encouragement.

NORMAL SCHOOLS.

All must admit the need for the best teachers to carry on our public schools. Teachers cannot meet the pressing demand without a reasonable amount of preparation to begin work. The mere knowledge of textbooks is not enough; the science of teaching is also necessary. There are being organized everywhere, and in every state, normal schools. The schools are

being established and equipped for this purpose. The state passed a law that the schools existing at Monmouth, Drain, Ashland, Weston, and The Dalles, should be considered normal schools, with permission to carry a normal course and grant diplomas to such as completed that course. No support from the state was given them, nor did the state have any control further than it should designate the examination upon which diplomas were granted. It must of necessity be that these institutions would not have ample means with which to carry on and do the work in a manner best designed to meet this demand for trained teachers. The course of study was limited, the number of teachers were inadequate, and the special means for professional training were mostly wanting. While these schools did the best they could under the circumstances, they did not meet the requirement.

The Dalles Normal School ceased to exist. The Ashland Normal School ceased to be active for a term of years, but a year ago was revised, and with new buildings and renewed energy began again the work of a normal school. During the year it has been quite active, with a respectable number of students; a faculty earnest, as far as it could be, but crippled because it was not sufficiently large to do efficiently the work, and embarrassed for the want of financial support, yet it has made a respectable showing. This institution is located in a very magnificent part of the state, a beautiful and productive county, and in the midst of a highly appreciative people.

The Drain Normal School has been in progress all of the time since the state recognized it as a normal. It has struggled heroically in the midst of adverse circumstances, and fought its way nobly. But the struggle is against fearful odds.

Monmouth and Weston Normal Schools were, in due time, taken under the direct control of the state; the state becoming possessor in fee simple of all the property pertaining to each. The law controlling these provided that the several boards of regents be appointed by the governor, and the legislature has made appropriations for their support. The regents being appointed by the governor, and they employing and selecting the faculty, while at the same time the state board has the approval of the curriculum, in a degree, places these institutions directly under the supervision of the state. Money is appropriated for their maintenance, although in a limited amount, yet enough to enable them to carry a respectable existence.

It is not good policy for the state to authorize normal schools, which it does not control, and whose support it does not guarantee. No school of any character cannot efficiently exist upon its own income. Some provision other than this must be made, and it is impolitic for the state to appropriate money to anything it does not own and control. One of three things must result in regard to these schools. The state must own them and support them, or the state must support what it does not own, or they must make out a sickly existence for a short period and then die. The state could not, with any degree of propriety, appropriate money for support without ownership, and it is a question of ownership or death.

NORMAL SCHOOLS.

What schools the state owns it should support so liberally as to place them above danger and want. These are important questions for legislation. That the state should assume the keeping and care of additional normal schools is not for me at this time to say. The conditions are not very favorable for such an agitation, but it is very evident that the state should care for what it already has. Monmouth and Weston, while they are state schools, should be supported in a respectable manner. A sufficient number of professors should be employed, and a reasonable compensation for their services should be provided. It should be seen to that they are *de facto* what they are in name. Normal school means more than the teaching of the various sciences. It means the thorough teaching and

drilling in methods. There should be a well arranged and full equipped training department, and no teacher should be graduated therefrom until he has demonstrated his adaptability to teaching. All that come away from these schools should show that they are "apt to teach." Much criticism may be heard in various quarters just on this point, but the ground for such criticism should be removed. During the year just past, Monmouth has attached to herself a good training department, reasonably well equipped, and the success thereof shows the feasibility and the necessity of such a department. Weston Normal is adopting the same plan, and the results will be felt. All normal schools should have a uniform course of study, and should use a uniform standard of diplomas. While I say these things should be, I am as fully impressed that such was the intent of the lawmakers. There is a little technical difference in the wording of the several laws pertaining to these several schools, and yet I am fully convinced in my own mind the intent was the same in all, and it will be an injustice should any one aim to take advantage of the little technicality. I deem that it would be of much benefit if the laws were made harmonious, and amended so as to require the completion of a said specified curriculum, and also take one year in the special training department under competent critic teachers. This subject of the preparation of teachers is an exceedingly important one. We are not now compelled to engage any but good teachers. The supply we have in the state is more than sufficient for all demands. Therefore, to assume to be a teacher should require that the applicant be worthy and qualified.

TEACHERS—THEIR EXAMINATIONS AND CERTIFICATES.

Much progress has been made during the biennial term in the matter of examinations and granting certificates. It has now become evident that no person can remain in the teaching ranks without giving due diligence to the matter of preparation for examination. With the exception of a third-grade certificate, where the standing required is low, the standing required for a certificate is of an unusually high grade. No state in the Union demands a higher grade of standing in the several branches of our public schools than does Oregon. In fact, the ninety per cent. general average for a first grade county certificate is probably equaled in very few states, and many older states not near this grade is demanded. I feel confident in saying that said demand is almost excessive. During the biennial term the preparation of questions for examination has been very carefully guarded; while no quibble or catch questions were allowed, the general character has been strengthened, and the work required therein has been greater. The evident result is that many inefficient ones have been eliminated, and an energy for preparation has been infused into others. As an evidence of the strictness with which this work has been guarded, it is reported that in some counties as high as fifty per cent. of the applicants have failed to pass the required standing. The intelligence and purpose of the teachers have been greatly quickened. School boards are beginning to have more regard for efficiency than for cheapness. The effort is being made to impress both teachers and directors that merit is the necessity of the times and all others need not apply. In order that the law governing examinations shall be effective and give us a good grade of teachers, it will be necessary that the county superintendents and county board of examiners shall be carefully and reasonably strict in passing on, and granting grades in examinations. It is required by law that all applications for state certificates shall be recommended by the county boards of examiners, setting forth the facts that said applicants have taught the required length of time, and are of good moral character. Experience and good personal character are requisite for a state certificate, and the state board has no where else to look for information on these points than to the county boards. If this doorway is carefully guarded, we shall then have a reasonably qualified class of teachers carrying state papers.

COUNTY SUPERINTENDENTS' REPORT.

It is required by law that annually during the month of March, and by the first of April, the county superintendents shall make a report to the state superintendent of all the schools in his county. It is very necessary that great accuracy shall be observed in making said reports, and as the county superintendent's report is made up of reports from the school clerks of the several school districts, it is frequent that said reports are more or less defective. Great care should be taken by the county superintendents in the receiving of reports from the various districts. They should be carefully examined, and, in any case of defectiveness, the report should be returned for correction, and no superintendent should forward his report until he is assured that the same is as correct as he may be able to make it. At the close of the term of office of the county superintendent, he should make a general report of the conditions of schools in his county, noting the spirit that may prevail in the school work; the efficiency of teachers, and such other matters as may go to show the state of school affairs. He should carefully observe the workings of the school system and endeavor to make reasonable suggestions in regard to the improvement of the plans of work.

STATE TEACHERS' ASSOCIATION.

The State Teachers' Association for eighteen hundred and ninety-five was held at Oregon City on the eighteenth, nineteenth, and twentieth of July, in connection with the Willamette Valley Chautauqua Association. The association was well attended and some of the best talent of the Pacific coast took part, among whom was President Jordan of the Leland Stanford University of California. The association for eighteen hundred and ninety-six was held in the city of Portland, January second, third, and fourth, and was of unusual interest. More than five hundred teachers were in regular attendance. An unusual spirit of progress was manifested. Some of the papers and addresses were of such vital interest that it is thought advisable to publish them in this report. Major Jackson, of the United States army, delivered the following on the subject of the "Conditions of National Permanence." It is worthy of preservation and careful perusal by all American citizens:—

CONDITIONS OF NATIONAL PERMANENCE.

By MAJOR JAMES JACKSON, United States Army.

I desire to call your attention to a subject but little considered by the American people, one which they have laid aside for a more convenient season, one upon which the mass of the people are but little informed, and upon which a great deal of ignorant fustian is talked and much weak sentiment has been written. It is a subject which should be specially considered by the educators of the land, because upon right thinking and right acting in regard to it depends the future prosperity and existence of the republic, with all that means to us and humanity.

The subject is, generally, Conditions of National Permanence, and involves a consideration of the need of a more thorough and effective preparation of our people and our territory for defense or offense. I am not intending to give you a technical essay, but shall deal mostly with those great principles and natural laws which underlie all human action and have determined the rise and fall of nations and peoples.

I take it that we are all agreed that it is important to maintain our system of government, and that the beneficent institutions established by our forefathers and defended by our generation at such cost of blood and treasure are worth perpetuating at any cost; that not only is our best interest, comfort, and development bound up in their perpetuation, but the hope of the world for ultimate relief from the stupefying and degrading effects of irresponsible government, social caste, and shackled thought, lies in the continued existence and continued influence of this republic.

What then is menacing our existence, and what conditions are necessary to assure its future? One menace is the growing lack of national feeling, a devotion to local interests as superior to national welfare. This localism has been so strong among the people and in the national councils as to prevent the proper protection of our coasts, because it was an apparent advantage to one locality which another could not profit by, and this feeling has caused the national revenues, which should in part have been devoted to measures necessary for defense

and the promotion of general prosperity, to be frittered away in unimportant localities where they were of but little local benefit, and wholly lost to the national use.

This decadence in national sentiment is due, no doubt, to the changed character of our political society from the vast immigration attracted to our country by its natural advantages, making a heterogeneous of a once, practically, homogeneous people. Homogeneous peoples, members of some one great race, having the same characteristics and sympathies, are usually patriotic; that is, devoted to the interests of the whole people because in that lies the best interest of the individual, but in communities made up of radically different races without common ancestry or tradition, the sentiment of patriotism, the common bond of a common people, weakens and dies out if not specially nurtured and cultivated, and selfishness and local self-seeking become the rule of public action, resulting in a corresponding neglect of national interests, and a lowering of patriotic tone and purpose in national statecraft. Statesmanship which does not pay is scouted as an idescent dream, and "practical politics," the statesmanship of the pocketbook, becomes the rule of political existence. Monarchical governments, because of their perfect organization and consolidated power, may endure without much patriotism among the people, but republics, founded upon the consent of the governed, and their governments, deriving whatever strength and coherence they possess from the suffrages and attachment of the people, must have a prevailing patriotism or be helpless for good, powerless for achievement, and uncertain as to permanence. This union of states, without a controlling patriotism among the people, is a "rope of sand," and will fall to pieces, leaving to history only the record of one more futile attempt at government by the people.

If, therefore, we would continue to exist, we must cultivate the sentiment of patriotism, of devotion to the interests of the nation at large—cultivate it in the home, on the forum, and in the schoolhouse; from the primer to the calculus it should be impressed upon the youthful mind. It should be a patriotism freed from the pettiness of locality and the narrowness of self-interest; a patriotism broad enough, comprehensive enough to take into its affection, care, and thoughtful consideration every interest within the boundaries of the republic; to feel through all its being that over and above all other considerations is the Nation, its life, its prosperity, its dignity, power, character, and permanence. Such patriotism is a strengthening, ennobling, and conserving sentiment; it is the unbreakable power from union and cohesion, represented in *Aesop's* fable of the bundle of fagots. It is well to be a citizen of Oregon, of Ohio, of New York, or any other state, and be proud of our local surroundings, but it is better, grander, and broader to be a citizen of the United States, and to feel that no injury can happen to any member of the body politic that is not an injury to all. Put the nation first in all instruction; "let the youth of all sections growing up from generation to generation be taught the lesson and imbued with the sentiment that this republic is not a confederacy of independent states, or predominant localities, but a nation, with the right and power to use the last dollar and enlist the last man to maintain the authority of its constitution and the supremacy of its flag." But patriotism of itself will not save the republic; coupled with it must be power. Weakness for defense or offense is another and perhaps the greatest menace to the permanence of the republic. Among the great military powers rank and consideration is accorded a nation just in proportion to its ability to defend its territory or its interests, and to inflict injury in these respects upon other nations. It does not need much research in ancient or modern history to know that weak peoples and feeble governments have received little consideration and short shrift when their interests or existence ran counter to those of strong military powers. Current history shows us that the world is no better in this respect today than in the past.

We have the greatest country, taking all things into consideration, occupied by any nation on the globe, and are entitled to, and should, stand in the foremost rank of nations in influence and consideration, but can only do so by making it apparent that neither our territory, allies, or commercial interests can be attacked with impunity.

Washington, whose sound judgment we all revere, and whose wisdom and statesmanship becomes only the more pronounced as the ages roll on, said, in his message to congress, December third, seventeen hundred and ninety-three, "There is a rank due the United States among nations which will be withheld, if not absolutely lost, by a reputation for weakness; if we desire to avoid insult, we must be able to repel it; if we desire peace, one of the most powerful instruments in our growing prosperity, it must be known that we are at all times ready for war." Our experience during the civil war should teach us how gladly some of the monarchical governments of Europe would welcome our dissolution and how quickly they would seize upon an occasion of weakness to plant their standards upon this hemisphere and should induce us as a measure of ordinary prudence to keep the military strength of our country in such a condition of effectiveness that any nation, or combination of nations, would think twice before traversing our policies, interfering with our boundaries, or molesting our commerce. Nature's law of persistence is the survival of the strongest. High civilization has a tendency to make us ignore this law and in refining man so to weaken his combative powers as to make him the easy prey of brute force. History is full of these instances and we should avoid such results or are liable to meet the same fate. Human conventions and advanced civilization, which make life more pleasurable, are to be cultivated, but along with them must go the cultivation of the manliness, the strength, the effectiveness for combat, which alone can make the qualities produced by a high civilization enduring. The great scientists tell us that the survival of what we call the "fittest," because the most agreeable, the kindest, the most generous and unselfish, is in constant conflict with Nature's law of the survival of the strongest. We cannot fight Nature's law, and to perpetuate the "fittest" must take measures to make them also the strongest. The struggle for existence is still on and brute force is still asserting its right to rule the world and must be met. It is as yet the dominant power and the nation or people who fail to provide against it will in the end succumb to it. That will be the most successful and enduring people who, while cultivating the qualities making them the fittest to live and enjoy the world, fail not also to cultivate the characteristics and provide the means to make them unconquerable. The nation that would survive in a world where force

is law must itself be the most forceful, and there is no disguising the fact that we are dangerously weak as compared with other nations; neither is there any doubt that the great military powers will not hesitate to take advantage of any weakness of ours to hamper our progress and despoil our commerce to their advantage; that, also, is a part of the struggle for existence, and to hold our own in the battle for national life and prosperity, we should, at all times, be sufficiently strong, not only to prevent encroachments upon the soil of American continents to our disadvantage, but to promote and defend measures necessary to the success of our trade relations with other countries. The contests of the future will be largely for commercial supremacy, and the nation best prepared to protect and forward its commercial interests, will be the prosperous and enduring nation of the future. Nations that neglect this preparation will find their trade and commerce circumscribed, their prosperity pass to other and wiser peoples, become impoverished and bankrupt, and see their national life atrophy to death. There is no escape from this conclusion. It is Nature's, and therefore God's immutable law. We must either be prepared to fight for our rightful place in the world's life or weakly surrender it to stronger powers. We are the one people feared—from a business point of view—by European nations; our commercial activity, enterprise, and ingenuity have already seriously cut into their revenues and means of subsistence; its continuance and increase will mean their commercial decay, consequently no effort or struggle will be omitted by them to limit that increase or reduce it to innocuous proportions. Nearly all great European nations are striving for the trade fields essential to our prosperity, when this competition reaches the point that involves national prosperity or decadence, arbitration will fail to compose such differences and the song of "Universal Peace" will be hushed in the clash of embattled nations struggling for existence. This is far from being a fancied danger; it may not come in the few years remaining of this nineteenth century, but it is a logical outcome of causes over which we have but little control and is inherent in the conditions of continued existence and the multiplication of populations. Already we produce more than we consume, and have more labor than can be profitably employed, and must seek outlets beyond our confines for a rapidly increasing population. That condition is nearly upon us described by Macaulay, the eminent English historian, in a letter to a friend in this country over thirty years ago. He said "that," in his opinion, "your public lands furnish the only escape from anarchy. Your institutions are not strong enough to stand the strain of crowded populations and social distress." The land is now practically gone. Today there is not a section of arable soil unappropriated on which a man without capital can make a living. There are still large bodies of public land, but they are either worthless for agriculture or can only be cultivated or utilized by the use of capital. The subdivision of large farms and a limited acreage that can be made available by irrigation, will supply but a small part of the needs of the millions of increase of population that will come to us in the near future, and whether Macaulay's prediction proves true or not will depend upon the patriotism of our people, the firmness with which we sustain and strengthen our government, and the wisdom we exercise in providing an outlet for congested manufactures and labor. The conditions are upon us, aggravated by the competition in breadstuffs of larger areas of cheaper land and cheaper labor in other countries; the human caldron is boiling to overflow and the coming generation will have to meet the most critical period in the history of American institutions.

The value and sacredness of our government and its institutions, and their paramount claim on the loyalty of all our people, should be taught in all our schools, taught to all the children of the land of either native or foreign birth. More than this, to strengthen our government, make it secure against foreign or domestic enemies, and give confidence and firmness to our rulers in dealing with foreign governments, we should have a navy equal to that of the strongest of old world powers, and should build up our merchant marine to its *ante bellum* proportions, provide a sufficient military establishment, and encourage and foster a military spirit in the generations to come. The history of the decadence of every great nation is the history of the decay of its military spirit. When the citizens of a country will no longer bear the burdens of military service and preparation for war, but relegate this important duty to hirelings, or the meanest of the population, as is done in China, dry rot has already set in, and there is no longer reason why such a people should cumber the ground. The young men of our race should be taught to consider the defense of the government and the maintenance of its integrity a part of their civic duty, and a preparation for such defense a necessary concomitant of American citizenship. As a qualification for such citizenship a fair knowledge of the military art should be imparted in all our principal schools, and no diploma ever given that does not carry with it some qualification in this study. Only by some such means can we avoid maintaining a large regular army and still hold our place among world powers, or be sure of any considerable permanence. A weak government, if a republic, is simply the expression of a weak people. Hope for the future lies in our *feeling* and *being* strong enough to say to nations that would thwart our destiny or limit our field of action, "Thus far shalt thou go and no farther."

To the thoughtful student of current history it is evident that events are forcing conditions which make a collision of great world powers almost inevitable. European statesmen, aware of this probability, are wisely preparing for it by strengthening their armaments, securing large reserves of gold,—the most necessary and cogent of all the munitions of war,—and by combinations in each others' interest. We alone, of all great powers, seem to look upon war and human convulsion as things of the past; or, should they come, to be settled by talk. We have only a small navy; and small as it is, not enough sailors to man the ships, and none whatever to renew war's waste; a pitifully small army of trained soldiers, and a financial system that is each year sinking us deeper in the quagmire of bankruptcy. We have plenty of men, and men with plenty of fight in them, but in this age of the world, and as against modern trained armies, numbers do not constitute strength. War, like all other arts, has progressed rapidly in the era drawing to a close with this nineteenth century, and will demand, more than ever before for its successful prosecution, thorough training upon the part of the soldier, complete equipment and preparation on the part of the nation—the work of years to attain. The war of the future will come with but little warning, and will, most

likely, be "short, sharp, and decisive." The very nature, cost, and destructiveness of modern war make it necessary to the attacking party that this should be so. There will be no time given for preparation. We are the richest and most exposed nation in the world: the unprotected wealth piled on our seaboard is a constant temptation to needy military powers to combine and take it. The *casus belli* will not be hard to find when once a combination is formed that promises success; sentiment or justice will have nothing to do with the cause; power, greed, self-interest, are still the dominant factors in the world's destiny, and the only insurance our wealth, our prosperity, our very existence can have is: the *war power of the republic*. Down the corridors of time; glaring at us from the pages of history; wailing up from destroyed governments, ruined civilizations, and conquered peoples, comes this admonition: be strong, and live; be weak, and perish! It is Nature's law: immutable, inexorable. No nation or people ever violated it with impunity; no temporary expedient like arbitration; no human longing for unbroken peace, will stay for one instant its remorseless sway. Abide by it, and live: reject it, and perish!

"The Object of the Public School" was discussed from various standpoints, and these discussions were presented by D. Solis Cohen from a business standpoint; also by Dr. Chance from a physician's standpoint.

THE PREPARATION IN OUR PUBLIC SCHOOLS FOR GOOD CITIZENSHIP.

By D. SOLIS COHEN.

I deem it a special privilege to address those into whose hearts and consciences, as we all admit, so much of the future welfare of our country is intrusted. I have always believed, from my experience and observation, that if the hearts and consciences of teachers are not deeply interested in the sublime work with which they are charged, its value is comparatively slight, their talent misapplied, and their vocation misunderstood, no matter what may be their mental attainments or capacity for imparting information. There are many notable instances and innumerable unrecorded cases in which the influence of the preceptor upon the child has proved the most potent factor in the after life, work, and character of the man and woman. The inspiration drawn by the impressible, unfolding mind from school and teacher is frequently more forceful for good or evil than that which emanates from home and parent. The many varying reasons of this could probably be segregated and classified if necessary, but you, of course, all recognize the fact. It would be presumption on my part, therefore, to enlarge on the moral responsibility which rests upon a teacher under all circumstances to make of the pupil a good man, a good woman.

Our public school system is the pride of our people; throughout the land, in every hamlet, the schoolhouse is a sacred edifice. Upon no platform are we more generally united than upon the broad, general principles of public education. No tax is more cheerfully provided than that which goes towards its support. If we differ at all it is upon minor points of nature and extent; upon the main theory we are practically a unit, and the whole purpose of the system is to make good and intelligent citizens for the republic. We are everywhere realizing that a perfunctory performance upon the part of pupil and teacher of a fixed routine of book learning and teaching is not a full development of the purpose. Within the schoolroom walls, gather together the children of all our citizens, the native and the foreign born, of practically all social conditions and every religious affiliation. The sons and daughters of the lawyer, the doctor, the minister, the teacher, and the merchant; all endowed by birthright with equal claims, privileges, and responsibilities. Where, if not here, can their duties to each other and to their country be more forcibly impressed upon them? Where, if not here, can they be more clearly taught to know and appreciate what citizenship means? From the kindergarten to the most advanced institution supported by or under the authority of nation, state, or city, the foundation and apex of the curriculum should be patriotism, without which, citizenship is but an empty sound. Patriotism: taught through heart and nerve, through the magnetism of a common feeling, and a common cause.

But you wish me to speak as a business man. They say we are turning out from our schools too many lawyers, too many doctors, and ministers. With expert testimony so close at hand I shall not presume to offer an opinion upon this point, but I shall say, for the greatness of the country, for its influence among the nations, for its democracy, for its strength in time of peril, for its comfort in time of peace, and, if you will permit me, for its common good sense at all times, you cannot turn out too many good American business men. Let them come fresh from your example, from your lessons of their duty of birthright, into the great heart of the nation, feeling that its throbbings depend upon each one individually; that their country comes first in all things: that with their life its honor and prestige are entwined. Feeling that citizenship is not only a right and title in the social system of the government—protection to life and property, security in the pursuit of happiness, equality in all the dignities of manhood and womanhood—but also that it is accountability. Let them realize that solemn though silent obligation which places individual talent, power, influence, and wealth at the disposition of the common weal. Let them understand that life, which gives the privileges of citizenship, is debtor to its obligations, and is sullied forever if it fails through selfishness, cupidity, indifference or fear to hold itself subject at all times to the honor, safety and well being of the community of which it is a vein and part. Could the value and necessity for such teaching, for such a universal spirit in all our institutions for the young, in our homes and in our schools, be more apparent than it is today? Our country is not seeking war. The very basis of American citizenship is peace, and peace should be eulogized as the glory of our age and flag. But there are written and unwritten laws on which the dignity of the nation rests, and these may not be disregarded with impunity by any power on the face of the earth. How

important is it then, that our business men, with their varied and wide extending interests, should feel that private concern is of small moment when the noblest duty of citizenship is in question. Perish forever all our foreign commercial relations rather than that the thought of individual material advantage should compete with the country's claim upon its men of business and affairs. My standpoint as a business man is that this should be made as natural an inspiration to the children of the republic as the air they breathe. I believe it will be. The signs of the times indicate it; and you, I know, are ready to do your part. We stand unique among nations ancient and modern, making our own history, guiding ourselves from our own resources to stand or fall of our own patriotism, intelligence and fraternal spirit. Our constitution recognizes no governing power save that which is established through the free will of the governed. The growth of the country, its commercial importance, its dignity and influence among the nations, its personal honor, so to speak, as well as the happiness of its families, its estimates and standards of virtue and integrity depend all upon the nature of its rules of government and the method and *personnel* of their enforcement. What higher and nobler duty, then, can the state undertake than to train those who are to impress their characteristics upon it, in the direction of the greatest good and the most promising ideals. You have under your guidance today the boys who will represent this great commonwealth in the highest councils of the nation—you are training those who will legislate for the welfare of the city in which we are assembled. It matters not what the degree of responsibility may be. The same patriotic spirit, the same sense of the honorable service of citizenship, should animate the councilman of Portland and the senator of the United States. The power is with you; the people will sustain you; and lawyers, doctors, ministers, merchants, mechanics, artisans, and laborers will all find an added glory and pleasure in supporting our public schools.

THE PREPARATION IN OUR PUBLIC SCHOOLS FOR GOOD CITIZENSHIP.

By DR. CHANCE.

In treating the subject under discussion, from the doctor's standpoint, I shall, with your permission, assume that the public school is to the state and national life what the nursery is to the home or family life, and I shall further assume that there is some real or imaginary sickness in the state and nation's nursery, or the doctor would not be called in for consultation.

I am sure it will be admitted by all right thinking people that the general advance made along all educational lines was never so marked as at the present time, more noticeable to me, perhaps, in the profession of medicine, and more especially in that branch of the healing art in which I have the honor to be engaged.

Looking at the subject then, from this advanced position, I think we shall be ready to admit the fact that there is sufficient evidence in the land to show that from some cause or causes, the methods in vogue at the present time for preparing and training "Young America" for good citizenship are defective, and do not, in the opinion of our best thinkers, fully accomplish the desired results. I am aware that it is much easier for one to stand off and criticise the acts of others in their honest endeavors to do their best under existing circumstances, than it is to attempt to do the work one's self. Nevertheless, honest criticism will hurt no one, if not given in a pharisaical spirit. So, if I shall criticise some of the things done, and some of the things not done, in our public schools, it will be from the standpoint, not only of the doctor, but from that of a parent, an American citizen, and an ardent supporter of the public school, and not as a chronic faultfinder.

That we may start right in this discussion, it will be well to define "good citizenship." A good citizen, as I understand the term, is one who must, first of all, possess that prerequisite which we denominate a *conscience*. He must be endowed with ordinary intelligence; he must also possess moral quality, in order that his conscience may respond to his acts. Said conscience being a "law unto himself" in all matters relating to his duty, to his God, his country, his neighbor, and himself, without dictation from either church, mosque, or synagogue, or false political teachers: his conscience being quickened solely and alone by a true conception of the moral law which will enable him to intelligently render unto Cæsar the things that are Cæsar's, and unto God, the things that are God's. Now, if this definition be correct it follows that good citizenship must of very necessity be altruistic in its make up, for no man liveth unto himself, and no man dieth unto himself. Especially is this principle true in a republic like ours. Good citizenship then, I infer, is the very life blood of the nation, and therefore, just in proportion that the ego predominates in the individual citizen to that extent will the blood which sustains the life become contaminated and consequently fail to perform its physiological functions, and the health of the nation suffer thereby.

How then shall this embryo citizen, this undeveloped triune being, be best prepared in our public schools for good citizenship? Now, it goes without saying that the teaching corps must be well up in all the necessary mental requirements, with a fair knowledge of human nature, level headed, warm hearted, and physically sound, and dominated by the one thought, how best to mold and fashion this plastic material into good American citizenship. And here, in my humble opinion, the true mission of the public school teacher begins and ends, for it must not be forgotten that private property is justly taxed for public school purposes, not to make drones in society, educated dudes, or smart rascals, but in the vital interest of the state and nation, to make intelligent, upright, and useful American citizens. To do more than this, I believe to be superfluous, unwarranted, and unjust to the taxpayers, not in the interest of good morals, or the nation's welfare, and in a vast majority of cases, injurious to the individual recipient. In taking this view of the subject, I imagine I hear some one saying, "Would you do away with the college and university as state or national institutions?" In reply, I would simply say that I have no objections to the college or university as state or national institutions, provided they can be made self-supporting without a tax on the public purse; otherwise, I am of the opinion that it would be better for the student, better for the school,

and better for the state and nation at large to allow the college, the university, and the higher branches of education in general to be under the charge and direction, subject to law, of course, of private corporations. I take this view of the case from the fact that we should be just to the many rather than generous to the few; further, neither the state or national government are eleemosynary corporations: nor are they in theory, in that sense at least, and should not be in practice paternal governments, but are of the people, for the people, by the people.

Now, while I take this view of the college and the university as state institutions, I do believe that state aid should be given to special schools established and placed under government control for the proper education of those whose business in life is to assist, in conjunction with home training, in molding the minds of and shaping the future American citizen, deeming the teaching school as essential for the future success of the teacher as the law school is for the lawyer, the medical school for the doctor, or the dental school is for the dentist. I am aware that this is not a full diagnosis of the case as there are many acute complications, as well as some symptoms of a chronic character, which will have to be dealt with accordingly. I think, however, we have learned enough of the case to commence treatment, but as I have had no experience whatever in special cases of sickness in the nation's nursery, I shall have to rely largely upon the judgment of the nurses themselves in the administration of the remedies. I shall, therefore, give you the medicine mostly in bulk and allow you to dose it out as required, giving you a few general directions, that you may not go astray.

The first thing to which I would call your attention is the nursery buildings; they should be plain, light, and airy, and the sanitary surroundings should be perfect. This, of course, is self-evident, so that you do not need a doctor to tell you that. The next thing I would call your attention to is the medicine of recreation, which should be given in small doses, but at frequent intervals; you will see the need of it if you will watch the languid and tired looks of the patients. When the time is too long between doses, a good way of administering this kind of medicine is per gymnasium, the effect being to harden the muscles and make the flesh solid, then to expand the lungs, and have the nerves respond. Administer doses of Yankee Doodle, Hail Columbia, Star Spangled Banner, My County 'Tis of Thee, etc. A special nurse should take charge of and administer this medicine at proper intervals. This I call the physical treatment.

Before giving directions with regard to the mental treatment, I would call the attention of the head nurse to see that special doctors are called in to the nursery for the examination of the patients' eyes, ears, mouths, and last, but not least, their teeth; and that where either are defective, the proper remedies may be applied, to the end that the mental and moral medicine may have a more lasting effect. Special lectures should also be given on such subjects in order that the nurses may have a better knowledge of their business. If this were done, less mistakes would be made by the nurses in attempting to diagnose the mental and moral caliber of their little patients, and it would often prevent them from administering the wrong medicine, as well as at the wrong time.

It must also be remembered that the public school, besides being a nursery, is to some extent a hospital, and, therefore, great care and discrimination must be used by the nurses in dealing with individual cases, or the nursery is liable to take on the character of an insane asylum.

Now, with regard to mental tonics, and the treatment. Do not forget that the aim of those who provide the nursery is to give *American tone to the body*, and this can only be done by avoiding patent mental nostrums of foreign importation, as such are incompatibles and do not and cannot assimilate with the American system. What do I mean by this? Well, then, in plain terms, I mean that nothing should be done to extend the curriculum of the public school beyond that of giving the students a well rounded common school education adapted to the requirements of the latter part of the nineteenth century. This, in my opinion, should include Latin, but no French, German, or other foreign language should be taught. No other nation, as far as I am aware, includes in its system of public education the teaching of any modern language other than its own, and why should we. Again, the public school, like the free medical dispensary, should be opened at all reasonable hours for the benefit of the very poor. This, in the cities, means evening schools, with all the advantages of day schools for those who have to labor during the day in order to assist in keeping the wolf of hunger from the family door.

Then, too, there is another element in every community after whom to avoid moral contagion we should go into the highways and byways and *compel* to come in. This, of course, means *compulsory education*, and why not? It is only preventive medicine, and far better than to wait for the element referred to to become juvenile offenders and then compel them to take an indoor course of heroic treatment at the reform school, and, in so doing, perhaps ruin their moral constitution in the very treatment prescribed for their restoration. Then, too, while I am on this line of thought, let me say that no public school scholar should be expelled from his school for misconduct. This may sound strange to the ear of the public school teacher, and is perhaps not in keeping with the views held by many on this subject; however, if we will keep in mind that the public school is intended not merely to impart book knowledge to its students, but, also, how best to prepare the refractory as well as the obedient for good citizenship, we shall the better be able to solve this part of our problem and be more apt to come to correct conclusions in the matter.

Now, it seems to me that instead of expelling the refractory member from the public school, he should be held onto, both for his own good and the good of society at large. Let me ask, why not have in connection with the public school a special department to which refractory pupils could be sent for discipline correction, and the department to be in charge of teachers selected for that especial purpose. This might entail a slight additional expense, but this would be met by dropping the teachers of foreign languages, and would certainly in the end sought be more economical and much more humane than to turn the refractory ones out into the world to become reckless and worthless, without chart or compass to guide their footsteps in life, thus making them outlaws in society, to land at last in our jails and penitentiary to be

kept there at public expense. This, then, is a doctor's honest diagnosis of the case and the treatment recommended in the "Preparation of our public schools for good citizenship," and in conclusion, I would say that as those connected with the nation's nursery will oftentimes be at their wit's end as to the best course to pursue in any given case and that quackery may be avoided; in such cases I would recommend the use and careful study of the nation's great pharmacopœia, a work compiled many years ago by moral medical experts, and adopted by the Pilgrim Fathers as strictly reliable for use in all moral maladies. I can therefore assure you that the work is standard in every particular, and will meet all reasonable requirements in the treatment of moral delinquencies and diseases, if its directions and its general instructions are followed. The work, though much abused, has stood the test of time, and the application of its remedies has wrought remarkable cures in cases otherwise considered hopeless and incurable. There is one prescription given in the work to which I would especially invite your attention for the permanent cure and thorough eradication of the complaint known as moral dyspepsia. The prescription contains several ingredients and is known to the students of the work as the prayer and thanksgiving remedy. Now, I honestly and sincerely believe that this *standard moral textbook* should be in all the public schools of our land, and put there to stay, not for unprofitable controversy, but for teacher and scholar alike, that they may have for their use and benefit the *only moral foundation* on which good citizenship can be safely erected.

Papers on various subjects were presented by some of our best educators in the various departments of public school work. In giving these papers this prominence, by thus having them inserted in the report, they will have a wider range of influence than they could have by simply being read in an association of teachers.

TENURE OF THE TEACHER'S OFFICE.

By PROF. C. H. CHAPMAN, State University.

The profession of teaching will never attract men of the highest ability until the salaries paid are equal to those in other professions, and the tenure of office secure. Teachers can help to improve things by better preparation for their duties. Teachers' positions at the present time are too often secured by improper means, though the teachers are not to blame for it. Politics, religion, and trivial neighborhood quarrels, often determine the choice of a teacher, and often deprive him of his position when his work is excellent. The teacher's tenure of office ought not to be dependent on local prejudices: when once properly selected, his position should be secure during good behavior.

C. W. Roby, chairman of the Portland school board, next supplemented the talk of Dr. Chapman with valuable thoughts, as follows:

I have always claimed, and say now, that of all the professions or callings, that of teaching is the grandest, most noble, most useful, and most beneficial to mankind. I say this because I believe it. Then why is it that teachers are often looked upon in derision? Why are they frequently referred to with a sneer, and why does not their work command as much respect as that of any other profession? There must be a reason for this state of things, and I believe it is not hard to find. The cause lies largely in the temporary character of the teacher's work. As a rule, women teach until they get married, and men teach until they can better their condition. When a teacher has shown a thorough knowledge of all that is required to be taught, and has demonstrated his ability to manage a school and to teach successfully, then he should receive his declaration of independence in the form of a life certificate. The plan of annual election has its advantages and its disadvantages; but all first-class teachers should be relieved from all anxiety and worry concerning their retention by the board. There is another matter which must now be mentioned as affecting the tenure of the teacher's position. Do you know that some of the brightest, most cultured, and most capable teachers have lost their positions because of their religion? Think of it! In our boasted land of liberty, where our constitution guarantees perfect religious freedom — in these United States, where all our institutions are built upon the theory of absolute liberty of conscience, we see worthy teachers suffering because of their religious belief. There is not a fair-minded person in this assembly, nor in this country, who will indorse such treatment of worthy and efficient teachers. It is a matter of supreme impudence to inquire into a teacher's religion, and the school director who does it, exceeds the bounds of decency. I am not a Catholic, nor a member of the A. P. A., but I hope I have fairness enough never to ostracize my fellow-man because he may differ from me in his religion. This scheme is the result of cheap politics, and is intended for the benefit of cheap politicians. It is so cheap that it will be very short-lived — like its predecessors — for no organization whose main principle is intolerance can survive in this country. Why, some of these self-constituted saviors of the common schools would have you believe that the Pope of Rome is about to come to this republic and swallow it bodily. Now, my friends, I am as jealous of the welfare of the public schools as any living man. My ancestors were pioneers in public education long before these everweening patriots were born, but I say that I have the right, and you have the right, to doubt the sincerity of any man who claims that our institutions are in danger, because, forsooth, a handful of teachers, of another religious faith, are employed in them.

HABIT IN EDUCATION.

By M. G. ROYAL.

The law of habit is written in flesh and blood. It is the law of reflex action. What has once been done under conscious thought is easier to do again and again, until the act becomes almost, if not entirely, freed from conscious cerebration.

The kindness of nature to her children is beautifully shown in this beneficent law. That which we once accomplished by painstaking effort we now trust to habit. Habit once formed does not deceive or betray us, but faithfully holds in its keeping everything committed to its care. It is through habit that we may free ourselves of the care over details which would otherwise consume our attention, baring the way to new attainments. The doctrine of "self-astrangement and its removal," in which lies the whole philosophy of education, no less than that of all business and social progress, owes its value to the fact that habit holds conquered territory, while we press our skirmish line farther across the border of the unknown.

What we say, think, or do, tends to crystallize into habit. The value of a man is the sum of his habits. We ask of a man what are his principles, but would we not be wiser to ask what are his habits? Far better a man of good habits whose principles are bad than one whose principles are good and habits bad. True, the habit is likely to follow the associated principle, but it is not necessitated.

In education, Locke considered the principle of habit of such value as to say, "That which I cannot too often inculcate is that whatever the matter be about which it is conversant, whether great or small, the main (I had almost said the only) thing to be considered in every action of a child is what influence it will have upon his mind, what habit it tends to, and is likely to settle in him." With Locke the formation of habit is the great aim in education. That since society has laid down certain things to be done, these things should be taught, till habit, in conformity with social degree, be strong enough to carry the individual through every difficulty and over every obstacle. There is something mechanical about this notion which ruds many strenuous objectors, the chief among whom Rousseau said: "The only habit we ought to get children to form is that of having no habit." These objectors, in a worthy revolt against slavish adherents to customs and protests against the mechanical in education, go too far in emancipating the individual when they ignore the value of well formed habits of good. The freedom of the individual must be sought in the forming of habits under conscious thought rather than in blind nonresistance to environment. While we acknowledge the power of habit over us, we assert our power over habit by forging with our own hands the links of our willing bondage. The formation of no habit, if it were possible, and we doubt its possibility, though having a delightful flavor of freedom about it, is the freedom of unrestrained impulse. Like ships without rudders on a chopped and uncertain sea, we dance and dip to the motion of the waves, and are swept helplessly by the current of event to an uncertain destiny. But the formation of no habits is an impossibility. It is man's nature to form habits, and he can no more help forming them than he can help breathing. The man who seems the freest from habit is the one whose habit of fickleness predominates, or whose habit of breaking up habits is the proof of the ever-present rule.

When the world is startled by the announcement of a great crime committed by one whose reputation has never before been painted, he may feel sure that the crime is due to the well settled habit of criminal thought. When the world is delighted by a great discovery in science or invention in art, we should not forget that the startling and spectacular result is ours because of the long enduring patience of one whose predominating mental habit is that of critical investigation. Whether aware of it or not, we are certainly physically, morally, and mentally creatures of habit. The question that concerns the educator is whether or not he shall be a former of habit, but it is what habits must he seek to form and what must he seek to negative. Among the many desirable habits what ones are of such preëminent importance as to demand especial and important attention until confirmed? Among the many undesirable habits already formed, what ones are preëminently bad and demand unremitting vigilance to negative or to prevent? Then as the teacher stands face to face with his pupil for the first time there should come to his mind the following questions, in their order:—

First—What are the characteristic habits of this child?

Second—How may I proceed to undo the bad and confirm the good habits?

Third—What new habits is it desirable to form?

The first question is much easier to answer than the second, yet in order to answer it faithfully requires much discriminating observation. Things ordinarily considered trivial are often full of meaning. Here is a diffident, self-conscious lad whose lack lustre eye and "hang-dog" appearances create at once a prejudice against him. His characteristic habit is the habit of indifference. By visiting his home I discover that he is the youngest of a large family. Contrary to the usual rule of petting the youngest, here every member of the family has pursued a course of ridiculing and belittling everything attempted by the child, until he has retired within the shell of nonegism, which he may never outgrow, and which if he should outgrow, never have self-assertion enough to leave, preferring the discomfort of cramped isolation to that of ridicule sure to be meted out on any attempt to free himself. Here is a fatal habit. Fatal, because in an educational sense the lad can never grow. His latent powers can never develop. The first effort here should be to undo the habit. But how? To negative a habit we must induce the opposite habit. Let us give the lad some simple thing to do, something we know he may do well, and then praise him for its accomplishment. Again and again tasks of increasing difficulty followed up again and again by judicious praise until the habit of victory is firm with the stimulating inner consciousness of strength which always accompanies it, and the old habit of indifference will disappear.

Here is another child: one who is an unconscious falsifier. He sees ghosts, and tells us they are real; he dreams, and tells them for fact; he wishes many things, and tells them for the truth. He can never tell a true and connected story of any incident, but always embel-

lished it with imaginative details, sometimes plausible, but oftener highly improbable. He is not a liar: because his misrepresentations are not knowingly such; but he may become a liar unless the habit under consideration be negatived. To him, the inner world of fancy is just as real as the outer world of fact. It is evident that his mental habit excludes discrimination between the actualities of mind and of matter. The inexperienced teacher may set him down at once as an outrageous liar whom nothing but the rod may correct. The difficulty is a psychological one, and must be negatived by the introduction of exercises calculated to develop a habit of discriminating between physical and psychical pictures. These exercises should carefully mark the border line between that which is the actual and that which is imaginary. Short stories of fact and of fancy may be given till there is developed a power for instantaneous detection of the false and of the true.

It is not the object, however, of this paper to dwell on the philosophy of habit in education. Recent pedagogical works on this subject are within easy reach and they are sufficiently comprehensive. Nor, yet, does it seem desirable or profitable to spend our time in the study of individual cases, but to one who has visited the schools of the state to any great extent, it is apparent in too many cases teachers are ignoring the educational value of the power of habit.

Why do we hear so little of correct English even among the so-called educated classes? Why do we rarely hear our mother tongue in its purity among those who go out from our schools: not to say anything of those who compose the great toiling masses unfamiliar with the rules of syntax? Is it not because we have been so busy in teaching rule, note, and observation that we have not had time to drill in correct habits of speech?

A graduate of one of our best schools was seated at a table in a large dining hall recently, when, on seeing the tardy waiter approaching with forgotten plates, said, "Here's the plates." A college president at a large public gathering in recent years, said, "He don't do so." These verbal lapses do not argue ignorance, but lack of training. If their teachers in grammar had introduced drill in correct English, persistently and continually, till these young men had been brought under the influence of the power of habit, these lapses would not have occurred. Then, let us lay down as settled doctrine in pedagogy that an attempt to form certain habits should be made in every school, habits without which children had better never have been sent to school. Indeed, with these lacking, all attempts at education in the highest sense will be in vain.

Not by way of information, but by way of reminder, let us name —

First—The habit of attention. Not the power of attention, but the habit of attention. When a habit is once formed it is easier to move with it than away from it. By spasmodic appeals and spectacular performances it is not difficult to get attention and hold it for a while. Indeed, he is a poor teacher who is not able to command prompt attention through the ever easy door of interest. It is no uncommon thing to see an enthusiastic teacher surrounded by a class of pupils highly interested, entertained, and attentive while the show lasts. This is much better, it is true, than the dead level of a commonplace, even there be no educational trend, no evolution of thought. Exercises calculated to amuse are not always instructive, and, alas, too many teachers' reputations are established on their power to amuse rather than their power to instruct. If, in actual life, there were always disinteresting stimulus to attention, then the highly entertaining story-telling teacher's method would not be far amiss, but there are many dull and uninteresting problems confronting us in life's work, and he who is best fitted for these is the one whose training has been under the influence of a teacher able to cultivate the habit of attention without the cheap stimuli too often administered.

Second—The habit of conquering activity. Repeated failures are disheartening to any one, especially to the young, who find it difficult to learn their limitations. To make an honest effort and fail is often disastrous. The young mind does not know that defeat is sometimes a stepping stone to greatest victory; hence, early in school life the true teacher will see to it that honest effort is truly rewarded. His pupils never fail, not because the teacher had coddled and petted the child, not that the way has been made too easy, not that the teacher has solved his problems or answered his examination questions for him, but that he has trained the pupil into the habit of all-conquering activity. Every step in the development of the child has been within the scope of his ability. Attainment conditioned upon exertion has become a habit. This habit begets confidence essential to highest performance. Pupils classified in grades beyond their attainments form the habit of failure, which begets distrust of their own powers, breeds contempt for themselves, leads to self-abasement, and consequent loss of self-respect. Far better stand at the head of a lower grade than at the foot of a higher. The former is a place of power, the latter of weakness. The occupant of the former place is the leader, that of the latter is a camp follower. Man's place on the earth is that of a conqueror. He must subdue. He must overcome if he would fulfil his highest destiny. Look at the columns of any paper which records the doings of the race, and they are filled with stories of contest, opposition of man or nature, stubborn resistance of seen or invisible forces. If education be to fit men for life, it is a fitting for contest long continued and persistent; then those who go from our schools must be men accustomed not only to conflict but to victory, not handicapped by years of defeat and ignomy in student life.

Third—The habit of self-discipline. In our systems of discipline, anxious to make a great show of well drilled submission to stated authority, we have made too much of the external authority, and have minimized the value and force of allegiance to well constituted inner authority of the individual. Good laws do not make good citizens; good rules, well obeyed, do not make good schools. There is external semblance of submission to authority that is secret and smoldering rebellion. The loud-mouthed demagogues on the street chaffing under wholesome laws and berating those in authority, pleading in the name of liberty for license, presents a picture analogous to that of many a school apparently well governed. He submits to law because he must, not because it is best. The school of Must is an empire, of Best a democracy. Must drives; Best leads. Must tortures; Best stimulates. The vices that disintegrate and demoralize society are born in self-indulgence and lack of self-restraint. Every device for securing work and disorder in our schools should strengthen the power of

self over self. Inordinant whipping, scolding, keeping in after school hours, and all other varieties of injudicious punishment are the necessary sequence of the absence of this self-strengthening influence in our methods of discipline. Punishments are necessary even under ideal discipline. But they are such because they are the natural sequences of the infraction of rule. Abuse of companionship is best punished by isolation; abuse of confidence, by withdrawal of confidence. Stealing, by the surrender of value and strict surveillance, etc. Thus, the pupil is led to a consideration of the necessary consequences of his acts according to the course of nature and learn his lessons of self-restraint that fit him for the after school of life.

There is another phase of our subject that it might be profitable to discuss at length, but the limitation for time forbids. We have treated habit in education so far objectively in the pupils, but a far more serious phase presents itself when we turn our attention to ourselves and study subjectively the habits of our-elves and their influences upon our work. But here we draw the curtain and retire.

PRIMARY READING.

By JULIA E. CAPWELL.

While every qualification needed by teachers in higher schools is requisite for the primary teacher, there are others which seem peculiarly to belong to this branch of our work. So the listener who has put away childish things will find little of interest in our subject of "The First Year Reading," while the earnest workers who meet children at the threshold of school life are everywhere saying who is sufficient for these things, and first lessons in reading are engaging the best professional thought. If during the first days of school you are willing to read children, are not annoyed by their shyness and slowness, by their simplicity and curiosity, if you are willing to answer their thousand questions, and find pleasure in so doing, if you are made happy by their growing confidence, and are not disgusted that they do not understand your large talk, dim and confused illustrations, if you are willing to simplify again and again, in short, if you delight in working with and for children, you may begin to think of teaching them to read.

Bring to these first lesson vivacity, tact, great sympathy, and still greater patience. These lessons are language lessons in which you are to *guide the thought and expression*, only not give it. Choose for subject matter the objects dearest the child's heart, and you will soon see how readily comes the response in spoken language. Just when he trusts himself to give out this much is the time for you to talk with chalk to him, by way of picture and word illustrations. These lessons, as far as possible, should be at the point of your crayon and put upon the blackboard when all eyes are upon you. The erasing of these words and pictures by the children often giving them their best impressions of form, and these early lessons are language and form culture from which the child gleans the real object of reading.

The discovery of delights on the printed page. After a few days the shrewd ones arrive at the guessing period, and you are taxed to put the ball in the box, on the chair, under the hat, behind the tree, anywhere to find if it is still a ball to the interested group about you. Again, you must watch your child leaders and learn the time for you to break the whole in parts, showing new delights in this small vocabulary of words in which there is so much, giving the sounds in words until the ready ear catches in these sounds the names of familiar objects. Too much cannot be said about the *spirit* with which you lead them to play. They are ugly dogs for the r, tired ones for the h, cows for the m, engines for the ch, loving little brothers and sisters putting baby to sleep with the sh, seed-scatterers with the p, and careful little children with the candle, wh, or busy workers at the saw, th.

In connection with these sounds, I would give them their printed picture upon the board and at once enter upon *word study*, each word being the subject for a story, placed in a spoken sentence of the child's own forming, then come the sounds in the word, then the naming of the letters, then to the boxes for the forming of the word with alphabet letters. At this stage special word study and the reading of these words in sentence should occupy different portions of the child's time. A few moments of bright quick work in stories, phonics, and letters will be all you can hold the attention of the child in, while *known* words in sentences, upon blackboard or printed page, will interest him for a much longer period and give to him the delight of discovery. Now, he is ready for your best ingenuity, for the applying of all your theories upon ways and means; give to him what he craves, *variety in reading matter*. Get it out of picture books, journals, nature; study your "first reader" until you love it as dearly as the teacher of the higher work does her English literature. Why, that little first reader is dearer to the child's heart than the classics ever will be, and when you measure up to this thought, its pictures and little choppy sentences will open your blind eyes until you begin to see you are in the higher work of the educational field.

The child with vivid imagination reads with the greatest freedom; this or that word may escape him but he reads. We recall with what delight, understanding, and appreciation a class of two years seized upon "Two, two, two, Cats see you." After sounding thr on the "Four—four—four—Rats on the floor," we counted "Five—five—five," when "Bees in a hive," "Boys that strive," "Flowers are alive," sounded from every corner of the room. We counted this way through ten, having the couplet completed in less time than it takes to tell it. During the last months of the year the child will enjoy silent reading; in the unknown text he grasps the new words from their relation in the sentence to the known. From the picture, from the sound, seldom from the letters. For his help in mastering the unknown words we would give to him examples of words ending in "ay," until he understood that the "y" was silent and the "a" long when they were found together; we would teach that "e" at the end of the word changed the short sound of the vowel to the long. The equivalent sounds, "ou and ow," "oi and oy," "ee and ea," "ai and ay," "o before 'a,' and 'a' before 'l.'" These simple rules will not be found too hard, and if we persevere in giving the child time to

become entirely familiar with each sentence before attempting to read aloud, we will be rewarded by seeing with what delight he applies all the known tests for finding out, unaided, what the text has in store for him.

We would not be understood as advocating this phonetic work to the extreme, as some of its adherents seem desiring of pushing it. The developing of words without reference to their meaning in sentences. The requiring of rules to be learned by mere infants, technicalities in sounds puzzling to older heads, we think a misuse of the method. We would put ideas first, *always first* in teaching children to read, and seeing through their eyes we will love these first lessons as they love them, and our reward will be in the joy of children's faces lifted to us. Lodge in whatever the little ones' value, even to a piece of the baby's new nightdress. It has been said "Make a child your friend and you have a friend forever." The true primary teacher has many such friends. The younger the child, the greater the influence of those having it in charge. Then how important that we listen to the voice of Froebel ringing down the years. "Come, let us live for the children, that we learn our best lessons in psychology in the children we meet day by day."

TEACHERS' INSTITUTES: FROM THE STANDPOINT OF A COUNTY SUPERINTENDENT.

By A. R. RUTHERFORD.

The county superintendent has two classes of institutes to deal with: *First*, the county institute; *second*, the local institute. The question with him relative to the county institute is: "What should it be?" Speaking from the standpoint of my short experience with the teachers of Linn county, it is my belief that our county institute should be an institute of the teachers, for the teachers, and by the teachers. If this state had one thoroughly equipped and licensed institute instructor, we would desire him to come to us and take charge of our county institute, but nothing in this line will suit us short of a thoroughly professional and up-to-date instructor. We desire nothing but distinctively professional work done; so far as the knowledge of the subject matter of the studies to be pursued in the schools is concerned, the county board of examiners will attend to that matter, provided they are given the opportunity to do so by the state board of examiners. But like nearly all of the departments of the public school work in the state of Oregon, the laws governing this particular department effectually obstruct any wise effort to improve the county institute so that the teachers may receive the worth of their time and money spent in attending it.

There should be a law so framed that some person should be appointed institute instructor whose duty it would be to attend every county institute held during the year in this state and, in conjunction with the county superintendent, have charge of the work done. The requisite qualifications of such an instructor should be so high and rigid that only persons of exceptionally high grade talents could be selected. In fact, it is my opinion, that the standard of qualifications for an instructor in this state should be as high as any in the United States or Canada. This law should provide also, that the character of the work done by the teacher in the institute should have some weight in determining the grade of his license to teach, and provide, further, that the teacher should be in attendance during the whole session.

However, since the county institute is not controlled by such laws, the best that can be done, should be done. Without doubt, there are some teachers in every county who are so far advanced in their professional skill that the work of the institute can do them but little good, inasmuch as it must be arranged to reach the greatest number possible. Yet that is no reason why such teachers, skilful though they be, should stay away; if they cannot be taught in the institute, they can teach. So it seems to me that even under existing circumstances, all teachers: those who are skilled, as well as those who are not skilled, should give the county institute their hearty support; and, if it is dull, stupid, and unprofitable, make it, by their interested participation, a live and progressive meeting. The success or failure of a county institute depends, in my judgment, upon the spirit of the county superintendent and teachers in their management of its affairs. If it is held simply because the law requires it, and teachers attend for the same reason, then its failure is practically assured. On the other hand, if the county superintendent has a definite aim, and the teachers have each a definite aim, its success is almost sure to be inevitable.

As things now stand the local institute is, in my opinion, the most potent weapon which the teaching force has for the purpose of carrying on the campaign of stirring up and creating a sentiment among the people of the county for better school work. It gives us a chance to correct wrong impressions which exist in so many communities about the objects and aims of the public school system, and the rights and duties of the patrons, pupils, and teachers. It is surprising to find how few people realize that the public school system is a *public* institution and not a private one. And then so many think that the little knowledge found in the subject matter furnished by the textbooks is all that the pupils need to get from the school. They do not see that mind power connected with right character is the legitimate result of school work. All this the local institute helps to set right. It helps to establish in the minds of the patrons and citizens the conviction that the honest teacher works. It helps to furnish the people with a standard by which they can judge intelligently the work done by the teacher. The majority of patrons measure a teacher's ability by the number of pages in the textbook over which he pushes his pupils during the term. They do not know that the best and most successful teacher is the one who creates in his pupils the strongest appetites and deepest desires for learning, who effectually convinces them that they should be independent thinkers, and that underlying it all must be the basic principles of a spotless character. When there is created in the community these higher ideals of a teacher's work and possibilities, the people will not be satisfied with a mediocre teacher. The best will be none too good. And thus the

local institute by these means creates a demand for the best teachers; and so sure as a demand is made a supply will be found. The inevitable result then of a campaign by local institutes is an uplift for the public schools.

The efficiency of the local institute does not depend entirely upon the efforts of the county superintendent, but the hearty and aggressive cooperation of the teachers is very essential. In fact, the teacher must wait for the county superintendent to move; they themselves must move and endeavor to get their patrons to move also, for it is necessary that the patrons be present.

In view of the fact that the school district is practically independent; that boards of directors are absolute in their authority; that their power in the employment of teachers is unlimited; that they alone have control of the professional work of the schoolroom, and that many of the men who are elected directors can do but little more than write their own names, it is unquestionably true that a grave responsibility rests upon the teachers. And I say again that I believe the local institute to be the most powerful instrument which has been given the county superintendent and teachers for improving the condition of the public school system in this state.

WESTON NORMAL SCHOOL.

By MISS AGNES STOWELL, Principal of the Training Department.

Whither are we drifting? Years ago in our common schools arithmetic was the object of blind adoration, the criterion in classification, when classification was attempted; in fact, the *summum bonum* of the intellectual education. Now, in this questioning, doubting end of the century, we read in the report of the committee of ten that too much time is given to the subject in proportion to the results secured; and one of our educational experts speaks of it as the most useless of all subjects taught. Is it unnatural that, when we compare the results of the time we give to numbers with the results obtained in some of the other subjects of our curriculum, that the iconoclastic spirit of the times should prompt the cry, "Down with it—shove it into the background of oblivion—dampen it with the dews of repentance—let arithmetic be coequal with morals, manners and music." "But," says Dewey, "are we to see another aimless swing of the traditional scholastic pendulum, sure to be followed by an equally unreasonable swing to the other extreme?" Whither are we drifting? Are we like the vivacious little puppy which was put on the cars at Boston? In a moment of intellectual enthusiasm he chewed up his tag, so that the railroad employes were troubled to determine his destination, and the puppy couldn't tell.

What is our purpose in teaching number work? What is its educational value?

In most of the other subjects in our curriculum our aims seem to be quite definite. The modern teacher in reading keeps ever in view that the aim of learning to read is to be able to read good books. She does not regard her work as complete if it does not incite her pupils to make herculean efforts that they may have the joy of being able to take from the printed page thoughts which the busy world has paused to listen. The language teacher, holding in mind that words were given us to express our thoughts, is careful to stimulate thought by that which is of most interest to the child before calling for expression. Thus, in our best schools, there is always a vital connection established between language, science, literature, and reading. Each is strengthened by the correlation, each by this means is made a more effectual instrument of education.

But as to number work, what is its educational value and what are its aims? From the report of the committee of fifteen we quote: "As furnishing the key to the outer world in so far as objects of the latter are a matter of direct enumeration, capable of being counted, it is the first great step in the conquest of nature. It is the first tool of thought that man invents in the work of emancipating himself from thralldom to external forces. For by the command of number he learns to divide and conquer. He can proportion one force to another, and concentrate against an obstacle precisely what is needed to overcome it. Numbers also makes possible all the other sciences of nature which depend on exact measurement and exact record of phenomena as to the following items: Order of succession, date, duration, locality, environment, extent of sphere of influence, number of manifestations, number of cases of intermittence. All these can be defined accurately only by means of number. The educational value of a branch of study that furnishes the indispensable first step toward all science of nature is obvious." In brief, the practical objective use of arithmetic is to correlate man with the world of nature.

But let us pause for a moment to consider the necessity of so carefully determining our aims in teaching any given subject. When the aim of the teacher of reading does extend beyond mere "word calling," when instead of expecting of the printed page that it will furnish for the pupil the excitement for the production of vivid mental concept, the teacher expects the child to read only "words, words, words," then we may see the teacher use conscientiously a method of teaching reading whose purpose is simply to give the pupils facility to call words rapidly and distinctly. She will feel that she has not dealt wrongly with the child in permitting him to spend his time in calling over lists of words—rat, mat, cat, hat, fat, pat, sat; run, fun, bun, nun, gun,—if she knows that by so doing the pupil is taking a logical step forward in his education. So if our aim in number work is to correlate man with his environment, to shape for him his first tool of thought that man invents in the work of emancipating himself from thralldom to external forces, what will be our methods? If we are not followers of the well known Procrustes, whose gentle influence is still observable in even some of our so-called "improved methods," the child taught forms no unimportant factor in our considerations. Children seem to have little interest in definite quantity. Even the most inquisitive child, the one who asks questions concerning almost every subject known to our human intelligence, will ask few questions involving definite number. He is little interested in exact dates. "Once upon a time" serves equally well to introduce stories from the Bible, mythology, fairy tales, or history. He cares as little to know just when George Washington lived as

he does to ascertain whether the color of the feather on his sister's new hat is elephant's breath or London smoke. But let the number idea come in touch with any of his personal comforts or have relation with anything he wants to do, and his feeling in regard to definite number is capable of awakening at the touch of interest a fully armed Barbarossa. "Interest," says DeGarmo, "is the charmed word which alone gives power to instruction to call the spirit of youth and to make it serve the aim of the master. It is the lever of education which lightly and joyfully moved by the teacher, can alone bring the youthful will into the desired activity and direction." But can we expect rational beings to be interested in discovering the fascinating truth that four shoe pegs and four shoe pegs make eight shoe pegs, or four beans and four beans make eight beans, or if four birds were sitting on a branch and four more came (and the occupants of the branch didn't fly away) there would be eight birds?

True, the child, when he gets to eight in his number work, ought to be interested in knowing how nearly he has completed the first year of his servitude in the thralldom of number — he has almost reached that mystical number ten. Now he can look backward and see through what bewildering mazes of gunwads, blocks, soul-animating shoe pegs, and inspiring splints he has wearily worked his way, and he can rejoice that he is where he is. He can remember those first lessons when he really wondered if the teacher was in earnest or "just a foolin'." What questions she asked! How many mouths he had, how many heads he had; he discovered so many things about one it seems to him now like a nightmare. Then the agony of two! He can remember it well, how day after day and day after day they all discovered things about two. One block and one block make two blocks, one apple and one apple make two apples, one square and one square make two squares, and on and on. Way in the beginning he would have been willing to "give in" to the fact that one and one make two, but that indefatigable little teacher kept on day after day. Didn't she know he could do much of his mother's buying for her, and had done her errands for the past year? He knew how much change he ought to get when he had spent fifteen cents out of a dollar. But, as it seemed to please her to hear over and over again number stories about two, and as there was nothing mean about him, he told her stories about two, he arranged his beans in twos, he placed his blocks in twos, his shoe pegs and his splints, were likewise disposed of; he nodded his head twice, stamped his foot twice, and then, the teacher having exhausted her resources and worn out her pupils, went on to three. But how are we to teach numbers if not with blocks and shoe pegs? Are we to do without any objects in counting? If not shoe pegs, what objects are of interest to children? Says Alexander E. Frye: "Why should not a child learn that two fours are eight; four twos are eight; one half of eight is four; one fourth of eight is two, by studying the arrangement of a spider's legs? Why should he be held to meaningless blocks for his lesson, when a natural object will arouse the interest needed to rivet his attention, and fix the knowledge.

Thus, we may teach all the elementary arithmetic quite incidentally, and in much less time, because we have the earnest attention of the learner. But objects in nature have this advantage. The means by which the minds grow are afterwards the best suited to restimulate mental activity. If the growth is associated with nature, then ever after will the beautiful objects quicken the minds to live and relive the early lessons. Thus is memory kept ever alert. How full of number is nature? Look about you. How many twos of objects present themselves. Two eyes, wings, legs. Why, the world of symmetry is a world of pairs. Three? The entire class of endogens in the flower kingdom produces its parts almost always in threes. However, insects with three pairs of legs swarm in every nook and corner. Four? How this number opens up the study of the arrangement of wings! What marvelous beauty flutters over our fields on four-fold wings! Five? Nearly all of our common trees bloom and grow in parts of five. The world of exogens, with netted-veined leaves, speak in this number. Six! Seven! etc. Nature abounds in each group.

Says Wilbur S. Jackman: "The long isolation of number work from everything else has not only been hurtful to all other subjects thus deprived of its assistance; it has proved to be terribly self-destructive. In trying to preserve itself on its pedestal of self-conceit and self-sufficiency it has been driven to most absurd lengths to obtain materials for subject matter, and it has pressed upon teachers methods of instruction that in many cases are simply senseless. It requires but a passing glance at any arithmetic that one may pick up to see that the subject matter in arithmetic is as bad, or perhaps worse, than it ever was in the case of reading, drawing, or writing. It is not an exaggeration to say that at least ninety per cent. of all the exercises given in an average arithmetic fall into one or the other of two classes: *First*, those which deal wholly with abstract operations; and, *second*, those which deal with material absolutely outside the experience of the pupil." Jackman, however, in his book, "Number Work in Nature," shows most satisfactorily the possibilities of systematic work in number in connection with nature study. For examples I quote from a study in meteorology: 1. How many days in this month have been rainy? 2. What part of the entire month has been rainy? 3. What is the ratio of dry days to wet ones during the month? 4. The number of wet days during the month is what part of the entire number?

You will notice that Jackman demands two things of the pupils: *First*, the collection of accurate data; and, *second*, comparisons necessary in making generalizations. The collection of accurate data would in itself give a mathematical precision not obtainable from many of the slipshod methods one sees in other schools. So far we have turned our attention only to the possibilities of developing in the child a genuine interest in number so that he may be able to better understand his environment. But there are some little steps we primary teachers can put in which will serve to help turn over some of the so-called difficulties of his more advanced work. You remember in the old days the repugnance that was felt by the youth of the land toward composition writing. Now, thanks to the good work of the primary teachers, that repugnance born of poor methods is a thing of the past. Whenever any subject is uniformly considered either by teachers or pupils a bugbear, it means either the subject is unfit for its pleasant place in the school course, or that wrong methods of teaching have prevailed. Why should fractions, common or decimal, present any unusual difficulties? Why should our system of notation demand that so many elaborate devices be used when we teach

the pupils in our addition class to carry one? Dewey, in "The Psychology of Number," answers these vital questions. I shall not attempt to reproduce any portion of his discussions on the fixed one of the Grube system, or the unit and unity, but let us glance at the possibilities of leading up to a correct conception of the decimal idea by (in our first work in number) making the child familiar with ones which, while complete in themselves, yet were made up of other ones, and they in turn made a part of some other one. For example, the foot made up of twelve ones, each one inch, and this foot making a third of a yard. To the child who was at home with the thought of a foot made up of twelve equal ones, would the idea of a fraction present anything perplexing? Would it seem unnatural to that child that a fraction of your money might be more than a whole dollar?

This thought of breaking away from the "fixed unit" idea is but one of the many important suggestions that Dewey has made, but it is one which, if carried out intelligently, will serve to make the work of our first number lessons a more thoughtful process. In leaving the symbolic work of arithmetic till the latter part of my paper, I am illustrating what I would do in practice. As thought precedes expression, as the child's ability to express himself orally is in advance of his ability to use the written forms of expression, so in number work should the ability to think numbers and to use numbers be in advance of his ability to use number symbols. But there comes the time in the work when the ability to use figures is of importance, when the figure with the operation sign should automatically suggest the answer. If the previous work has been of a bright, inspiring nature, this mechanical activity is easily gained; and the drill, necessary for facility in the use of figures, will always be welcomed by the pupils. In these exercises slow faltering work must not be tolerated. Let them be brief, but during their progress the children must be kept at the top of effort. Says Harris, "The mechanical side of training must be joined to the intellectual in such a form as to prevent the fixing of the mind in thoughtless habits. While the mere processes become mechanical, the mind should by ever deepening insight continually increase its power to grasp details in more extensive combinations." "Truth," says the old legend, "was once sent to earth in the form of a beautiful crystal vase. It was carelessly dropped by the winged messenger and the glittering fragments fell to the earth in a shining shower." "Since then when some happy mortal finds one of these fragments he feels impelled to cry, 'Lo, I have truth!' only I hear some other fortunate possessor of one of these fragments assert 'Lo, I have truth!' 'But,' continues the legend, 'Truth will be found only when each one who has a fragment unselfishly places his treasure beside that of his neighbor.' So may we not trust that in the discussion which is to follow, enough will be added to this fragment to make possible better methods in this little honored and poorly taught subject?"

An association was held at Newport, Oregon, August eighteenth, nineteenth, twentieth and twenty-first, and was well attended, many prominent persons of the state taking interest therein, among whom were Representative Ellis, of the second congressional district, and his excellency, Governor W. P. Lord, who gave us a very interesting and inspiring address. It is believed when we can interest the leading men and the state officials in these associations much attention will be directed toward them.

JUDICIAL DISTRICT INSTITUTES.

During the biennial term, as far as practical, institutes have been held in the various judicial districts. The number of districts have been so increased that it makes it a very difficult task to meet the requirement of the law. One trouble attending these judicial institutes is that the law leaves it, by implication, optional with the teacher to attend, and, therefore, they take advantage of excuses, and many do not attend. They claim it is expensive; they are not allowed the time from their school work, etc. If the law was a little more specific these institutes would be made much more effectual than they have been in the past. Annual county institutes can be held at any time of the year that the superintendent deems best, and he knows he will have a good attendance, because the law gives him a limited compulsory power in county institutes without any loss of time. Many teachers feel that the institute is now a formality, and do not take interest in them. They go and have their names enrolled, and possibly that is the only time they enter the institute room. I have endeavored to get the county superintendents to see that this mere enrollment does not meet the spirit of the law, but teachers must attend the sessions, and, when requested by the leader, must take part in the exercises. These institutes have made great progress during the past year. Interest is growing. Teachers are seeing that they are held for their good, and in attending diligently thereto they obtain much help. All good teachers realize and make use of the benefits, while poor and negligent ones are seeing themselves dropping out of the school work. Some of the county institutes are being

prolonged into normal institutes, some lasting as long as four weeks. This spirit is growing, and it is quite probable that soon each county will have an institute, not only of three days, but of three weeks' duration.

UNIVERSITIES AND COLLEGES.

Most of the private and denominational schools in the state have had two years of reasonable prosperity. In spite of the adverse circumstances, brought about by the financial condition of the country, they have had increased attendance. The courses of study have been strengthened and there is manifested a special desire on the part of the several faculties that these schools shall be placed on a higher standing. Each school is realizing that those who go out from these halls are living evidences of the work they are doing.

GENERAL INTEREST.

The interest manifested throughout the state indicates the progressive spirit that is prevailing. The people in general are awakening to a greater effort, and by this general growth of the educational spirit we are hoping to make our public schools more efficient. Teachers may be ever so good, and work ever so diligently, yet it is needed that they be supported by a sympathetic and appreciative people. It is necessary that the great aim of the public school should be impressed upon the public mind. The school is the builder of good citizenship. This is the great aim of the government in all it does to maintain our public schools. Loyalty and patriotism are the great desire, and are necessary to the life, prosperity, and happiness of our government. While the pupil is obtaining an individual and personal benefit in all well conducted schools, the state is gaining a greatly needed benefit. That our public schools should be fruitful of this great good is apparent to every American citizen. To the accomplishing of this end school boards should, as far as possible, be composed of the most intelligent and interested persons in the community. Much depends upon the school board: the teacher employed, the work done, and the necessary conditions for successful doing the work, come under their care and supervision. Economy is sometimes extravagance: better wages to a good teacher is cheaper than small wages to a poor one. The quality of teaching should be carefully supervised, and the intelligence, capability, and character of the teacher should be matters of careful inquiry. At this time when there are so many teachers desiring employment, selection becomes the duty of school boards. If such careful selection becomes the rule and merit is duly rewarded, the ability of the teaching force will be greatly elevated. If a teacher knows he must be successful in order to be employed, he will strive for greater efficiency.

WRITTEN REPORTS.

*REMARKS, SUGGESTIONS, AND RECOMMENDATIONS OF
COUNTY SCHOOL SUPERINTENDENTS.*

1895-1896.

WRITTEN REPORTS.

COOS COUNTY: SUPERINTENDENT, J. H. BARKLUM.

County institutes.—During the last two years there have been held in this county two institutes of three days each. Excellent institute instructors from other parts of the state assisted in the management of these institutes, which were well attended by the teachers of this county. While without a doubt these institutes of three days have been beneficial to our teachers, I see the need of a normal institute of two or three weeks, especially for the benefit of young teachers.

Local institutes.—There never have been any local institutes held in this county.

Teachers' examinations.—It has been the aim of the examining board of this county to send out none but qualified teachers. It frequently occurs, however, that persons will sometimes reach the required average to entitle them to a certificate, who, on account of immature age, or inability to impart knowledge, are unfit to take charge of a public school. I think that the law should be so constructed that no person under eighteen years of age could receive a certificate to teach.

Teachers' qualifications.—The teachers of this county, as a general rule, are laboring to raise their standing, and are well qualified to take charge of the schools.

Teachers' reports.—Teachers are usually prompt in sending in their reports, which are minutely correct.

Clerks' reports.—While the reports from clerks are very good, many of them have the appearance of being hastily prepared, and sent in without being carefully inspected, as they should be, at the annual school meeting. The financial statements are sometimes a little obscure, which, in order to secure correct statements, necessitates a return of the report to the district clerk. I think that clerks should be elected for a longer term than one year, and should be paid a reasonable sum for their services.

Progress and discipline in the schools.—The work done by the schools of this county is giving quite satisfactory results, and the discipline maintained is very good.

Attendance.—The average attendance has not been quite so good as desired; this, I think, is owing more to the great distance at which some families live from the schoolhouse than to a lack of interest in the school.

Official visits.—During the past two years I have visited every school in the county, except some remote schools which were not in session at the time I was in that part of the county. Visiting the schools of this county is a very arduous task, as many of them are inaccessible by any means of conveyance.

School furniture and apparatus.—The schoolhouses of this county are now much better supplied with furniture and apparatus than they were a few years ago. Fully one half the houses are equipped with the best patent desks and all necessary apparatus.

Schoolhouses.—The schoolhouses in this county, except in a few rural districts, are very good. The public school buildings of Marshfield, Bandon, and Myrtle Point, constructed during the last two or three years, are a credit to the state.

Educational outlook.—The educational outlook for this county is very bright. There is a general sentiment in favor of more schools than that maintained by the public funds. Private schools are maintained in many of the districts after the public funds for the year have been exhausted.

CURRY COUNTY: SUPERINTENDENT, WILLIAM S. GUERIN.

Permit me to make a suggestion bearing upon our present grades of certificates. It is apparent to my mind that some more stringent measures should be adopted, especially in connection with orthography. It is no unusual occurrence for an applicant to miss from twenty-five to thirty words in spelling, and yet make a per cent. sufficient to entitle him or her to a certificate. My inference is that if the fifty words are spelled accurately, they are entitled to fifty credits, and each word missed decreases the average one per cent. on that branch. I believe that an applicant for a third-grade certificate should be required to make seventy per cent., and not fall below sixty per cent. in other branches; for a second grade, eighty per cent., and not fall below seventy per cent. in other branches; for a first grade, ninety per cent. in orthography, and not fall below eighty per cent. in other branches. It seems to me to be the only way by which aspirants for certificates will be awakened to the necessity of becoming more accurate and proficient, especially in orthography, which, in my opinion, is the most important feature of our school curriculum. There are today too many young teachers who ought to be in the schoolroom as scholars, instead of superficial instructors of the young, and the only way by which that class can be eliminated, and the standard of our schools elevated, is by making the examinations more rigid.

DOUGLAS COUNTY: SUPERINTENDENT, J. A. UNDERWOOD.

Progress.—Excellent work seems to have been done the past year, and more interest taken in the schools than ever before both by parents and teachers. The directors are visiting the schools more; this has a good effect in encouraging both teachers and pupils in their work. The attendance might be improved a great deal, yet it is good taking everything into consideration. The geography of the county has something to do with the attendance. In many parts of the county a small valley is settled by two or three families who have children of school age, yet the number of children is not sufficient to warrant the formation of a new school district. As the settlements grow, and as soon as school can be maintained a reasonable length of time during the year, school districts are organized to meet the educational needs of the children. Taken as a whole the schools of this county are well attended, and the progress is good.

Condition.—During the past year the grade of teachers has been considerably raised owing to the questions furnished for the quarterly examinations. Indirectly this has had an excellent effect on the schools. There seems to be much more care exercised by the directors in employing teachers than formerly. Teachers who have had experience are always given the preference and better salaries than a teacher who could be secured without experience. If the school law could be amended so that first and second grade certificates only could be issued by the county board, and to no applicant under eighteen years of age, it seems to me the result would be a change for the better for all concerned, giving the children more mature teachers, the teachers better salaries, and the best possible use of our public school funds to the patrons of the school. The teachers are earnest, energetic, and doing excellent work. While a few minor faults need correcting the schools of the county are in a good condition.

Special needs.—In this county one hundred and nineteen schools were reported as having been taught in as many districts. With two exceptions the districts are supplied with schoolhouses, many of which are substantial

buildings, well seated and furnished. In other districts new schoolhouses are being built as they are needed. While a great deal is being done in this line much more is needed; in fact, it seems to me that more new school buildings with better seats and desks, with practical apparatus, is the greatest need of the schools here. The directors are often persuaded into buying useless and expensive apparatus when a blackboard is needed, or an expensive map when a stove would be of more advantage. Experience has proven to be a good teacher, and more attention is now given to what is actually needed, and of practical use. The outlook for the schools of the county is good, notwithstanding the fact that the general financial depression has interfered more or less with the school fund, both county and state.

HARNEY COUNTY: SUPERINTENDENT, CHARLES NEWELL.

The schools of this county are, as a general thing, in a very flourishing condition. More interest in educational matters has been exhibited by the people of this county in the past two years than ever before. It will be seen from the report that the average number of months of school taught in this county during the year exceeds that of any previous year, and that the average salary of teachers in the county has not decreased. The tendency is to improve upon our present status, and to earn a position in the front ranks of educational workers. The sparse settlements and the long way that many of the pupils have to travel to reach school in the rural districts, accounts in a great measure for the comparatively moderate average of attendance shown in reports from this county. Fewer complaints from school officers and patrons about this, that, or the other, have reached me this past year than during any year previous. I have no special suggestions to offer concerning schools. It is my belief that if county superintendents will strive to secure harmony among school patrons of their respective districts, and will work energetically and interestedly in the interests of their schools, not much will remain for us to complain about.

KLAMATH COUNTY: SUPERINTENDENT, MRS. C. N. GORDON.

There are two more districts now than two years ago. The attendance is better and the districts are making efforts to have longer terms. I am sorry to say the wages are coming down considerable. This is partly the fault of the directors. Some think it nonsense to pay a teacher much, but it is more the fault of young inexperienced teachers. Most of the school buildings in this county are poor, some are not fit to teach in at all. These same buildings are poorly furnished. It is hard to say what they need, as some need everything. However, we have some schoolhouses that are good, comfortable, and very well furnished. Some of the districts are seventy miles from here, situated in the mountains, so it is quite a task to get around, even once a year to visit them, as some begin school early, and others not until late.

LAKE COUNTY: SUPERINTENDENT, J. J. MONROE.

The schools of this county are in a fairly prosperous condition, and the teachers generally are putting forth their best efforts to do good work. Many of the teachers, especially the younger ones, are taking advantage of every opportunity to improve their educational qualifications. During the last two years there has been a summer school for teachers held in this county by the county superintendent, and the interest manifested in educational work indicates that some of the teachers attending were much benefited. It gives me much pleasure to say that in this section of the state much educational benefit was derived from the five-thousand-dollar appropriation of the Oregon legislature of eighteen hundred and ninety-three, for the teaching of some of the higher branches of learning in Lake county.

The lack of the legislature to continue appropriating an equal amount at each biennial meeting has materially affected our school facilities. The resources of this section of the state are rapidly being developed, and within a very few years all of the valuable government land will be converted into farms by settlers. In this county of magnificent distances, slow and expensive modes of traveling, it is almost impossible for our teachers and those preparing themselves for teachers to take advantage of the opportunities offered by the educational institutes in some parts of this state. Now, it seems to me, not only as a matter of justice, but as a matter of economy in furnishing facilities for the education of its instructors, that it would be well for the state to establish a normal school in this vicinity for the education of its teachers.

LINN COUNTY: SUPERINTENDENT, A. R. RUTHERFORD.

During the past two years ending July sixth, eighteen hundred and ninety-six, three policies or lines of work have been pursued in the administration of this office: *First*, the adoption and use of a uniform course or plan of study for all the schools of the county; *second*, close and careful grading of all manuscripts of applicants for teachers' county certificates; *third*, the creation and development of public sentiment favorable to a better system of public schools by which there will be a better and more careful application of public funds, and an intelligent demand for scientific teaching. In the prosecution of these plans, it soon became apparent that the county superintendent had not only little support from the people, but was greatly handicapped by the laws governing his actions, which laws so limited his powers as to make his efforts all but vain, so that, although as a county officer he is designated school superintendent, his powers as a supervising officer are virtually nonexistent. Another obstacle in the way of the first two lines of work was the sentiment of a majority of the teaching force of the county. There was, I am glad to say, a hearty and earnest indorsement of them by the best teachers; but, that there was great opposition, was manifested, in the case of the course of study, by a silent neglect to make any use of the plan which was put into their hands, and, in the case of licensing teachers, by the open condemnation of the policy of the county board in its official actions. The objects sought in the adoption of the course or plan of study which we have taken up are, to place before teachers and pupils a definite idea of the work required in each branch; to unify the work in the common schools, thus forming a basis for closer and more effective supervision; to teach subjects rather than textbooks, thereby giving patrons an opportunity to judge of the work done. The work of introducing this course of study has been only partially successful, but enough has been accomplished to convince me that the uniform use of this plan of work will be a long step toward an effective public school system. I beg leave to suggest here that the law be changed so as to give the superintendent power to enforce the use of a course of study by the teachers. Relative to our policy in county examinations, it will be apparent when I say that at the close of the May examination of eighteen hundred and ninety-six there are ninety-six teachers holding county certificates as compared with one hundred and fifty-seven holding county certificates at the close of the May examination of eighteen hundred and ninety-four. It has been our aim to raise the standard as much as lay within our power. In our experience with the large number of persons in this county who hold state papers of one kind or another, the conviction has been forced upon me that the laws granting so many inexperienced persons state papers are, to say the least, unwise. In the work of creating a public school sentiment, the local institute has proven most effective. But in this, as in the work of introducing a course of study, the county superintendent is at the mercy of the moods of his teachers. It is my opinion that the business principles should control the public school work that govern large business in which

a superintendent is needed, and, therefore, the county superintendent should be given the same power and authority over his teachers that are given to the superintendent of a woolen mill or a railroad. If there is to be a superintendent at all, let him be what his title implies. One other matter remains to which I wish briefly to allude, namely, the employment of teachers. From the weakest district to the strongest there is a great tendency to allow other influences, aside from the welfare of the school and the desire to employ the best of teachers, to control the action of the board of directors. It is to be hoped that Oregon in the future will adopt some plan whereby these "influences" so detrimental to the welfare of schools and people will be entirely obviated, or at least greatly lessened. In conclusion, I wish to say that, notwithstanding these hinderances, we believe that Linn county possesses some schools which rank second to none in the state, and we are proud of the high grade of work done by them.

MALHEUR COUNTY: SUPERINTENDENT, SUSAN W. MOORE.

The progress of educational work in Malheur county is indicated by the interest which is being taken in the building, repairing, and furnishing of schoolhouses. During the last two years at least fifty per cent of the districts have either improved their school property or are doing so now preparatory to the fall and winter term. Ontario has completed a four-room brick building; Vale has a two-story stone structure in process of construction, and Malheur built and furnished a large frame schoolhouse last year. Several other districts also have new schoolhouses. Many of the districts cannot have more than five or six months' school, and in these better and more satisfactory work is accomplished by having the term continuous, than by having the time divided into two terms with an intervening vacation. The law requiring the school fund to be expended within and during the year for which it has been apportioned, or forfeited to the general fund, has occasioned trouble in these districts. It is often better to have the school commence late in the fall and continue through the spring, since some of the districts are so large that parents are obliged to change their residence that their children may have the benefit of the school. One district paid its teacher at the rate of eighty dollars per month, that the funds might all be appropriated by the first Monday in March. The teacher continued the school two months without any salary. The school was reported as six months, at eighty dollars per month, when, in truth, it was eight months at sixty dollars per month. Some provision should be made in this law whereby boards of directors would be assured that the funds on hand necessary to continue the school after the expiration of the school year would not be forfeited to the general fund. A law requiring the clerk to report to the superintendent when a teacher is engaged, the teacher reporting upon commencing a school, would greatly facilitate the work of the superintendent. As is the teacher, so is the school, is a truth much more apparent in the country than in the city school, where the influence of the teacher may be felt throughout the entire community, permeating every home with a desire for better and increased educational advantages for its inmates. The teachers in charge of the various schools of the county last year were, with few exceptions, active, enthusiastic, and progressive, and I trust that the children of this part of the state will in a few years have many educational privileges which they do not now possess.

MORROW COUNTY: SUPERINTENDENT, ANNA J. BALSIGER.

At the close of my first year's work I felt impressed with the need of more uniformity of work, the arousing of enthusiasm and general interest among the teachers, and the placing of the responsibility of thorough work upon each individual teacher. At an annual teachers' institute, last Sep-